

National Parent-Teacher

THE P.T.A. MAGAZINE



January 1955

Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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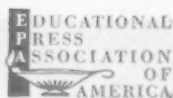
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EFFECTIVE citizenship has always been an abiding concern of the National Congress of Parents and Teachers. That concern was amply demonstrated—as it has been so often in the past—at the Ninth National Conference on Citizenship held last fall in Washington, D. C. Mrs. Newton P. Leonard, president, served on the planning committee for this 1954 meeting, which was sponsored by the U.S. Department of Justice and the National Education Association. Mrs. Albert Solomon, national chairman of the Committee on Citizenship, was one of the group of hosts and hostesses for the conference. Here Mrs. Leonard and Mrs. Solomon are enjoying a between-sessions talk with the Honorable Robert N. Anderson, special assistant to the Attorney General. Several state chairmen of citizenship and other state leaders also participated in the nationwide meeting.



The People and the Peace

The President's Message

ON NOVEMBER 8, just before Armistice Day—now Veterans Day—President Eisenhower spoke in Boston. What he said at that time concerns every P.T.A. member, every parent in the country. In these opening days of 1955 we can perhaps ponder no more crucial subject than that address.

The President's Boston talk was in a sense a climax to several statements that he has made over the past few months. On October 19 at Constitution Hall in Washington, D. C., he said, "Since the advent of nuclear weapons it seems clear that there is no longer any alternative to peace if there is to be a happy and well world." The next day at Trinity College in Hartford, Connecticut, the President of the United States observed, "We have arrived at that point when war does not present the possibility of victory or defeat. War would present to us only the alternative in degrees of destruction. There could be no truly successful outcome."

A few weeks later in Boston the President told the several thousand women who had gathered to hear him, "Peace is the problem of the American people." In particular, he went on to say, it is the problem of American mothers. "Unless peace is taught in the home by the mother, during that age where everything that is learned and absorbed stays with us so strongly—unless we do this, my friends, there is going to be no peace."

While President Eisenhower has been speaking his thoughts on peace, delegates at the United Nations have been conferring on disarmament. These are not the first meetings ever called to deliberate that question. Similar conferences have been held before in man's history, and the world has tasted the bitter fruit of their failure. Issues of war and peace, like other sweeping social issues, are not decided in a vacuum. These questions are deliberated and resolved in a moral climate. Perhaps former disarmament conferences have failed for the reason that other

historic movements have sometimes failed at first—only to succeed later. Perhaps the moral climate necessary for success had yet to be created. We now *must* succeed, and the moral climate we create must be sustained by patience and endurance as well as by reason and conviction.

THE QUESTIONS that we face and that President Eisenhower raised in Boston are essentially these: "What kind of moral climate are we creating? Children are learning from us—for war or for peace. What is it that they are learning?"

President Eisenhower has told us that we cannot delegate our responsibility for peace. The responsibility belongs to us—every mother and father and teacher, every citizen among us. Recall his words: "Peace is the problem of the American people. . . . There is no longer any alternative to peace. . . . War does not present the possibility of victory or defeat. . . . only the alternative in degrees of destruction. . . . Unless peace is taught in the home by the mother, . . . there is going to be no peace."

These are words that deserve to be carried into the New Year, into our daily lives to remind each of us that in some measure, however small, we are creating day by day the moral climate in which peace, if it is to survive, must find sustenance.

It may not be in the power of any single one of us to make a sweeping decision that will of itself ward off international conflict. But one gift to the world's store of peace all of us can offer—our own integrity and calm resolve to strive unceasingly toward a warless world. And an unassailable inner strength is my New Year's wish for each of you.

Lucille P. Leonard

President, National Congress of Parents and Teachers



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WHEN CHILDREN

Ernest G. Osborne

A YEAR or more ago Mrs. Marsh came to me in great distress. For the first time in his life, she said, her sixteen-year-old son had talked back to her. Indeed he had blown up and used some pretty harsh language.

"All my life," he had shouted, "you've been pushing me around! It's 'Do this' and 'Don't do that.' You wouldn't let me play with the kids because they were too rough. I couldn't skate because I might get hurt. I'm sick and tired of having you run me."

Allan, Mrs. Marsh said, had always been a good, obedient boy. Until the blowup she couldn't recall his having objected to anything she asked him to do or not to do. His sister, of course, was another matter. From the time she was a small girl she had always fought back. But Allan!

Fortunately most children blow off steam as things happen. Allan's sister is a healthier youngster because she hasn't kept down inside her the things that have bothered her. If our children don't blow off steam now and again, we can expect the pressure to mount as it did in Allan until it results in an explosion that can be damaging.

Let's face it. Even in a very understanding family, youngsters are going to feel thwarted at times. They are going to have to be stopped from doing things they very much want to do. They will have, out of the very circumstances of day-by-day living, hateful feelings toward parents, brothers and sisters, and other people with whom they are in close relationship. The "I hate you!" of the preschool child, the temper tantrum, the "answering back" are some of the more common types of blowing off steam.

Sometimes the child's need to give vent to his feelings shows itself in more indirect ways. When he's upset by something that has happened to him or by someone who, from his point of view, has mistreated him, he may pick on younger brothers or sisters, use "dirty" language, or do something else that he figures will disturb his parents. When older, he may be sarcastic or may retreat into a sulking silence.

Of course these ways of blowing off steam—and there are many more—aren't very pleasant. Our natural reaction is to attempt to stop them. But it's far more important to try to understand what's building up the pressure than to tie down the safety valve.



It happens in the best of families. Our treasured darling turns into something resembling a volcano, with seething and rumbling and sometimes a dreadful eruption. Wise parents do not flee in panic, but stay close by and look for the cause.

Blow Off Steam

Blowing off steam in a child, as in a boiler, is a way of keeping the pressure from becoming dangerously high.

It's the *why*, then, and the *what* that need our attention. Why does ten-year-old Johnny blow off so often? What causes Mary Anne to be so upset that she strikes out in one way or another at anyone who happens to be around?

It's the Why That Matters Most

It would be impossible, of course, even to list all the things which create such inner pressure in a youngster that he must blow off steam. But here are some of the more common causes:

Nagging discipline.

Constant unfavorable comparison with others.

Inability to do things as well as other children.

Parents' demands for a too-high standard in such matters as politeness, cleanliness, or school achievement.

Persistent teasing.

Constant restriction of activities that are permitted to other children.

A concrete example or two will help round out the picture. Bill Dunham believes that fathers and sons should do things together. But he gets so deeply interested in working on young Bill's model airplane or arranging the new batch of stamps in their album that he takes over, leaving the boy as little more than an onlooker. And when young Bill flares up at some little thing that happens, his father is both angry and hurt, not understanding that he has made his son feel pushed out and useless.

Joyce Carter is her mother's pride and joy. But whenever they are together and meet friends or acquaintances, Mrs. Carter is the official spokesman, interpreter, and translator. It's "Joyce so enjoys play-

ing with her brother's toys. Don't you, Joyce?" or "My little girl is getting along very well in school." Much of the time Joyce stands quietly by, but more



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and more, as she gets older, she distresses her mother by turning rudely away or making some comment under her breath.

It's not easy to ferret out the *why* and the *what* when children blow off steam. So often the things we parents do with the best intentions in the world are the direct causes. Naturally we find it difficult to accept this idea. Yet if we really want to help our youngsters grow toward comfortable maturity, nothing less than digging into the *why's* and the *what's* is required. For the moment suppressing the expression of irritation, antagonism, or hostility may bring a calmer outer atmosphere. But we don't eliminate the problem by merely dealing with the symptoms.

Self-examination May Yield Some Clues

Before focusing on some of the ways in which we can help children to blow off steam constructively rather than destructively, it would be well to look at another important factor in the situation. Let's ask ourselves this question: "Why do we parents (and teachers, too, for that matter) find it so disturbing when children express hostility?"

First of all, perhaps, we are affected by that great American fear, "What will the neighbors think?" Were it not for this, we would in many cases handle our youngsters' aggressive behavior better. But we are sensitive to what our friends, relatives, and neighbors may feel about us as parents if we allow our children to blow off unrestrainedly.

Nor is it only someone else's reactions that bother us. Because of the way we've been brought up, we're personally uncomfortable with expressions of hostility. Down deep we feel that "nice" people, little or big, don't show anger. Nice people aren't fussy, don't blow off. And of course we want our children to be nice. Naturally, then, we're more likely to sit on the safety valve than not, to push down the undesirable behavior without bothering to find out what caused it.

A third possible factor is based on what is probably not much more than an educated guess. A little "looking within" myself—along with some reflections by other parents—leads me to think that sometimes we are disturbed because our children's blowing off threatens to undermine our own idea of ourselves. If the feeling were put into words, it might go like this, "I'm a good and understanding parent. Why should this happen to me? It's not my fault. There's something wrong with Johnny." And then we jump all over Johnny because of the way he is behaving.

If there is any soundness in these ideas, we can understand why it is so difficult to handle blowing-off behavior constructively. But there are ways that will work. One, already suggested, is to eliminate or hold to a minimum those situations that are almost certain to upset children. By avoiding comparisons with others, cutting down on teasing, and taking a

more positive approach to discipline, parents can gradually reduce the number of protest explosions.

We can learn, too, to discipline ourselves so as to meet in a more positive fashion the angry words, the temper tantrums, and other ways of blowing off. With the young child who says "I hate you," let's merely reflect back what he feels by saying something like "Yes, I know. Sometimes Mother (or Father) has to do things that make you angry." Such a rejoinder will go a long way in helping the youngster to handle his negative feelings without being too upset. And, believe it or not, experience shows that such reactions by parents build the kind of warmth and understanding that will assure fewer outbursts in the future.

Heading Off Head-on Collisions

Similar approaches also work with older children, whose feelings are more controlled but no less strong. When your ten-year-old says, "Dad, sometimes you're a pain in the neck," meet him with the same sort of "I understand" attitude that you assume with the younger children. This helps drain off the antagonistic reaction.

Some families have found that a family council, held in a calm atmosphere where both young and old can express their disturbance about ways other members of the family have acted, is a very real help in cutting down on emotional outbursts. The reasonable, accepting spirit that such a procedure is likely to develop can almost always reduce the number of occasions for blow-up behavior.

We should be clear about one thing, however: Our major goal should not be to cut down on or eliminate the blowing off of steam. That is almost sure to happen anyway if we work to develop the kinds of relationships discussed here. The really important thing is to make good use of the outbursts when they occur, to let them help us put a discerning finger on those things that are disturbing to our children. Having located these sources of irritation we can go ahead and do something about them.

We can, in fact, count ourselves fortunate if children express their feelings rather than push them down. That pushing-down process can cause a kind of emotional festering that may have seriously damaging effects on a child's relationships. That was what happened to Allan, who finally blew off steam at the age of sixteen.

Ernest G. Osborne, formerly a parent education consultant to the National Congress of Parents and Teachers, is professor of education at Teachers College, Columbia University. A widely read writer, he is one of the contributors to the new Encyclopedia of Child Care and Guidance (Doubleday) with a chapter entitled "What Camping Can Do for Your Child."



© Eva Luomo Photos

Service beyond the call of duty—this is the mark that sets men apart in any field. Here a teacher is cited for his distinctive service in seeking out and nurturing fine young minds.

Frances V. Rummell and C. Montgomery Johnson

YEAR AFTER year two or three awestruck farm kids, most of them penniless, leave their remote little island home in the Northwest's Puget Sound and light out for the finest, toughest colleges and universities in the nation. They have scholarships in their pockets and confidence in their hearts—achieved with the help of an amiable, lanky, bespectacled science teacher, William S. Lane, who teaches on Vashon Island in the state of Washington.

Bill Lane believes youth's opportunities today are as wide as the sky. "What bright youngsters need most," he says, "is somebody about as smart as they are to help guide their course upward."

Although he would object to measuring success in money, Bill's boys and girls have rolled up a total of seventy thousand dollars in scholarships over the past seven years. This means as many scholars per year from this struggling little high school as from a dozen city high schools of, say, two thousand students each.

How do his kids do it? How can they compete in open examinations against the nation's most brilliant



Island Scholar- Maker

and best prepared scholars from the best equipped high schools? Were the pretense not so brave, Bill Lane's laboratory would be laughable. An ordinary classroom, looking like a 1920 movie set, its basic scientific equipment consists of two faucets, an ancient sink, one gas jet, two electric motors, and an extension cord bringing in one plug's worth of electric current from an adjoining room. There are no worktables for individual experiments, no radio, no paraphernalia for demonstrating the basic physical laws. A homemade chart showing the structure of atoms looks ridiculous in the same room with high wooden desks scarred with the initials of the students' grandfathers.

Yet in one way or another the students of Vashon High triumph. Take the case of Chuck Ingraham, the son of a war widow who works at the Vashon post office. When Chuck was an eager-beaver freshman in Bill's general science class, a smattering of chemistry touched off his imagination. Recognizing the boy's high intellectual capacity, Bill took him aside. "Go



© Bloom from Monkmeier

down to the drugstore," he counseled Chuck, "and buy all the chemicals the druggist will sell you without a prescription. Then go home and make all the things you can with what he's given you."

Chuck set up a laboratory in a shed at home. Under Bill's direction he went through the meager school library and then began to haunt the libraries on the mainland. When he finished high school last spring, nobody was surprised except Chuck himself when he was stumped by the glorious dilemma of having seven national scholarships to choose from—three of them for four years each. With Lane's help, Chuck settled on the four-year \$3,900 scholarship of the Massachusetts Institute of Technology, one of the five offered by M.I.T. throughout the nation.

Teachers as Talent Scouts

In helping train his young scholars, Bill's own special blend of practicality plus vision leaves nothing to chance. He scrutinizes each fall's incoming freshmen with the zest of a prospector sighting a uranium field, and he knows that the other teachers, right alongside, are prospecting too. By listening to them and by studying their careful records, Bill uncovers possibilities in their classes as well as in his own. To each of the promising students he administers a battery of tests. Using copies of typical college entrance examinations, former tests given in the annual Westinghouse Science Talent Search, and the civilian form of the Army Alpha test, he lets his students know where they stand in relation to the national averages.

Then begins his unique follow-up. Too many brainy kids, he observes, have no real sense of their own innate worth, no knowledge of their opportunities. Consequently he sells them. "Teaching," he says,

"is a straight selling job. And getting across a respect for the advantages of learning can be the teacher's greatest gift." Frequent individual conferences, sometimes including parents, give a realistic interest in continued education.

And of course fellow teachers are also busy. Vashon High is singularly blessed with a faculty that encourages superior boys and girls to make no small plans. Bill says firmly, "Don't get the idea that any one teacher can prepare our kids. All do their share."

Repeated testing prepares his scholars to face national competitive examinations with equanimity. Finally, when the time comes, Bill helps the right students knock on the right doors. He maintains a veritable library of the nation's scholarship opportunities and studies them as fervently as financiers study the Big Board of the New York Stock Exchange.

Considering Bill's laboratory, he may seem overly ambitious for his students, but he points out bluntly, "Science was taught successfully long before laboratories were equipped with Geiger counters." Consequently he keeps a cool head despite the often awesome prospects of his graduates. Look, for example, at Stanley Faas, who recently won an appointment to the U.S. Merchant Marine Academy. Stan was skyrocketed into a half-million dollar electronics laboratory boasting the latest in navigational radar, gyrocompasses, automatic steering devices, and echosounding gear. "Making such a transition from Vashon is like being shot out of a cannon," says Bill. Then he adds with a twinkle, "But I have never lost a former student because he couldn't take to first-class equipment."

For obvious reasons springtime is Bill's happiest season. In the spring of 1953 Jay Rea was enabled to go off to Stanford University on a \$1,000 grant. And in May two years before it was Dave Baldwin, a three-letter man, who competed against fifteen hundred of America's strongest high school seniors to capture one of ten \$2,850 scholarships granted by the Carnegie Institute of Technology.

Dave told us, "I had never dared dream of Carnegie Tech. But Mr. Lane did more than dream for me. He planned it that way." Since Vashon High does not offer any math course beyond algebra three, Bill suggested to young Baldwin that he work his way through algebra four, solid geometry, and trigonometry—without credit and in addition to his regular studies. "This plan would not appeal to the average high school junior," Bill comments wryly. But he had taken the measure of his boy.

Paradoxically some of Bill's biggest thrills have come from the smallest scholarships. Several years ago he inherited from the Middle West a brilliant but depressed senior, the son of divorced parents who had farmed him out with relatives. Realizing that the boy felt unwanted, Bill asked officials of the University of Washington to see whether they agreed

that he was scholarship material. Two interviewers came visiting, and, as Bill tells it, "This kid waltzed out of that conference a changed man. Somebody wanted him. The hundred-dollar scholarship they offered him was worth a million."

Bill has also helped many girls apply for scholarships. Nancy Nolan, who graduates this year from Muskingum Institute, plans to be a missionary. Ruth Sovold, who graduated from Tacoma's General Hospital last spring, is nursing in California, and three other scholarship girls are in training in the same hospital. Nancy Reed is finishing at Washington State College as a social worker.

Science with a Conscience

A quietly religious man, Bill takes satisfaction in his boys' and girls' ambitions in public service, and he feels keenly that today's and tomorrow's scientists should be well-balanced human beings with a sense of service to mankind. Consequently his bull sessions on camping trips with Hi-Y boys (he is faculty sponsor of this Y.M.C.A. group) dig into ethical questions about professional responsibility, about loyalty to one's self and one's country. He encourages his students' varied activities and depends upon them to help him manage Hi-Y.

The rural economy of Vashon Islanders is dependent upon perishable crops of peaches, berries, and cherries—and upon summer residents. The average income is only three thousand dollars, lowest in the whole Sound area. Thus the "quiz kids" of Vashon Island could not begin to realize their intellectual potential without Bill Lane.

Knowing this, the islanders do everything they can to help him. Not long ago a local dentist gave Bill some old syringes for general science students, so they could pump liquid plastic into some polliwogs they wanted to preserve. When Ed Gleb, a neighbor who sells medical equipment in Tacoma, heard that Bill's classes had no electrical measuring devices, he dropped by Vashon High with a dozen old dynatrons. They had lost their effectiveness for medicating heat into the body, but Bill's kids extracted the voltmeters and ammeters for measuring electrical current and the timing devices for studies in force and motion. Radio hams hungrily salvaged the tubes.

Sometimes Lane's students make their own materials in class—such things as a Tesla coil and cohesion plates for measuring the surface tension of water. Last summer Danny Willsie and Marty Larson constructed an oscilloscope, a complicated and expensive device for electronic measurements. They had never seen one outside the scientific catalogues, but with occasional advice from Bill they spent their evenings figuring and drawing diagrams and of course learning mathematics and physics. Finally, ready to begin assembling, they used a sixty-dollar kit of materials that Bill purchased for them after wangling the

money from the school board. When school opened, the two boys proudly presented their handsome new oscilloscope to the science classes.

"What matters most is the students' attitude toward learning," Bill points out. He insists that chrome-plated equipment and ultramodern teaching techniques can count for nothing unless the teacher instills in his students a sense of their own worth and a honest desire to learn.

Lane at forty-six has a slight stoop and an unmanageable shock of white hair. His mother was a teacher. So were three sisters and brothers. A 1931 graduate of the Intermountain Union College of Helena, Montana, he started teaching in the Montana oil fields at fourteen hundred dollars a year. Some years later, in Washington State, having worked up to a salary of three thousand dollars, and with two sons and two daughters to support, he left teaching and became a newspaperman. Though he always hankered to return to the classroom, he stuck with newspaper work until the day he asked his editor for a two-and-a-half-dollar weekly raise and got turned down. Consulting cautiously with his wife, Agnes, he quit the newspaper and hurried happily back to teaching. This was seven years ago. He now receives forty-six hundred dollars, near the top of Vashon's salary scale.

Moreover, Bill possesses a wealth sought by most men—his neighbors' love and esteem. Grateful for their youngsters' spectacular achievements, the Vashon Islanders recently put over a twenty-seven-thousand-dollar school bond issue and proudly earmarked five hundred dollars to give Vashon High some new physics equipment.

Yet the obstacles faced by Vashon students in national competition still seem almost insurmountable. The high school faculty numbers ten, and many specialized courses offered in larger high schools cannot be offered at Vashon. Others are pitifully thin and must depend upon the versatility and talent of the teachers, who are grossly overworked. Lane repeatedly emphasizes: "Credit for creating scholars must go to all the teachers. Scholarship examinations are often competitive in a number of subjects. Where do you think my science students would get if their English or their history weren't tops?"

Pairing Off on Projects

With young minds too precious to be thwarted, Bill expends heroic efforts trying to compensate for lack of equipment. One technique in which he takes pride is his buddy system, wherein his advanced students pair off with younger classmates to tackle special projects. Bill figures that before his students can explain intricate formulas and concepts to their buddies, they must first understand them backward and forward themselves.

(Continued on page 37)

Safeguarding Children

What are we doing to protect boys and girls against the stranger who approaches them with intent to harm?



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Alice Sowers

DO YOU remember the stories of pioneers you read when you were a child? Perhaps some of them were stories of brave women who, often singlehanded, protected their children against the perils of the wilderness. How many times those mothers must have listened for their children's voices when they were at play! Or not hearing them, how often they must have gone outside to see whether they were safe! They must have warned their children repeatedly against danger, to watch out for signs of danger, and what those signs might be. They must have told them not to wander off alone. And yet we know from the stories that have come down to us from our grandparents that the children of those days were not timid or fearful. It was possible to safeguard them and teach them how to be cautious, to observe the rules of safety, without frightening them.

Perhaps you may have thought, after reading a tale of pioneer days, "How lucky we are to be living today when the dangers of that wilderness are past." But—and how one dislikes being a voice of doom!—each generation has its own dangers. There is a

very real peril today that is more common than most people realize. I am referring to the molestation of children.

Sex offenses against young children are a problem in both urban and rural communities. Items in newspapers throughout the country, reporting the incidents which come to their attention, are one evidence of this. According to the reports that I have read, the offenders have been as old as seventy-five, the victims as young as eighteen months.

Many incidents are never reported. Regrettable as these gaps in reporting may be, they are easily understood. Sue's parents are reluctant to have their friends know about her experience. They do not want to see the name of their five-year-old daughter in print. The same may be true of Tom's parents, because both boys and girls are involved in sex offenses. So the molester goes free, though the next child may be harmed more seriously. He may even die.

Frequently newspaper editors and the police are asked not to publish an account of an incident. As a rule this is done for the protection of the child,

Against Molesters

but sometimes—and all too often—it is done “to keep our town from getting a bad name.” For this reason most people in a community do not know either what has happened or the probability of additional incidents. The next time their own child may be the victim. But any child is precious, and all children must be safeguarded.

What Are the Facts?

Unfortunately action is seldom taken until a sensational crime awakens the general public from its apathy. Most people still consider child molestation a rare occurrence. It is time to turn some light on this subject, time to impress upon the general public the urgency of the problem and the responsibility of each person to do something about it. It is certainly time for parents to be willing to face facts, recognize the dangers involved, and be prepared to teach their children how to avoid them. Above all, it is time for parents to learn how to do this teaching without frightening their children. It can be done.

Where is child molestation likely to occur? In some communities the motion picture theater is the number-one spot. Mary, aged eight, is absorbed in the film, as completely absorbed as only a child can be. She is not aware that someone has come to sit next to her and has perhaps put a hand on her. She is living in the story on the screen, living in a world all her own. In well-managed movie houses, ushers are trained to watch adults who seat themselves near children or move from one seat to another. These offenders are dealt with promptly, if there are enough employees to be aware of all that is going on.

One manager reserves the front seats in the middle section of the theater for all children not accompanied by adults or older children. Young moviegoers must sit there; no one else is permitted to do so. The operator in the loft above can keep an eye on these rows. Even when a child goes with an older person he is not always safe unless they sit together throughout the show. (By the way, according to the report of one chain of motion picture houses, molestation occurs most frequently to children who stay to see a picture two or three times.)

Ticket sellers are usually trained to watch for men who talk to children waiting in line to buy tickets,

men who finally walk away with a child—perhaps after an offer of money, candy, or a ride.

Parks and playgrounds are other places where molesters may lurk. It must be remembered that children do not always think of people they have seen as strangers. Perhaps nine-year-old Fred has noticed a certain man sitting or standing near the playground for several days. To Fred that man has become familiar enough to say “Hello” to. The man may even seem to be almost a friend. That, of course, has been his aim, so his invitation to Fred to go somewhere with him seems to fall outside the teacher's warning about talking or going anywhere with strangers. Fred goes. He should have been told to ask the man to meet his teacher or mother first.

Shadowy streets and vacant lots with tall weeds provide places for attacks as well as sanctuary for escape. Indeed a child alone anywhere may be in danger. If he is in a dark or lonely place the danger is greater. Incidents have occurred when a small child was left for a short time in a parked car or when a young baby sitter was alone in a lighted room with the blinds raised and the door unlocked.

What is being done about this potential danger to small children? Many safeguards have been set up. They are increasing in number. Parents are talking with their children and trying to teach them the rules for this type of safety. The school too is doing its share. Teachers watch for men lurking about school grounds and report them. They warn children against talking to strangers, taking gifts or candy from them, or going away with them. Films stressing these warnings are being shown in schools.*

Frequently these films are owned by the police department and are shown by a police officer who talks with the children. Such a program serves a dual purpose. Besides giving information, it helps children to become acquainted with the police officer and to look upon policemen as friends. In some places law-enforcement officers distribute a pamphlet especially prepared for boys and girls and their parents.

These are some of the steps being taken in the home and the school, and assuredly progress is being

*One of these films is *The Dangerous Stranger*, produced in cooperation with the Los Angeles Police Department. It is available from many film rental libraries.



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made. But the incidents continue. The danger is not past. Not every child knows the rules for protecting himself. Not everyone understands the dangers or realizes that "it can happen here."

Why is not more being done to eliminate the danger of molestation? To protect children? For one thing, most parents are unwilling to testify against an offender who has been apprehended. They prefer to avoid the publicity. Policemen and managers of motion picture theaters may become discouraged when, after all their vigilance, a parent refuses to appear in court against a man who has been caught molesting his child.

Then, too, information about this type of crime has not reached everyone. Some people need to have the facts brought to them in a way that will awaken them to the need for action. Among these are men and women who refuse to face disagreeable situations or to discuss something that makes them unhappy or fearful. They hide their heads in the sand and ignore the danger because they cannot—or will not—see it.

What, then, can be done to protect children against molestation? Although the safety and welfare of children concerns parents chiefly, every citizen in the community is responsible for it. So let's begin with you, Mr. and Mrs. Citizen. What can you do about this problem?

1. Get the facts. Talk with your police captain, your newspaper editor, your school superintendent, your juvenile judge. Learn what incidents have come to their attention and what action was taken.
2. Present these facts to your community through talks, films, newspaper editorials, and radio talks. Avoid the sensational at all costs, but let no one

say he has not heard about any potential threat from molesters.

3. Get a copy of one of the pamphlets being distributed by police departments or other agencies. Keep this issue of the *National Parent-Teacher* at hand.

4. Investigate conditions in your neighborhood and your town as a whole. Do you need more street lights? A mower to cut down weeds in vacant lots? More playgrounds and parks? More supervision in those you now have? A community course for baby sitters?

5. Do all you can—individually and through your P.T.A.—to convince parents of the need to cooperate with police departments by reporting promptly all incidents involving molestation and by appearing in court against offenders.

6. Report whatever suspicious behavior or incidents you see or hear about.

7. Study present laws governing the prosecution of offenders. Find out whether your state legislature is currently considering any bills to strengthen these laws and to provide for the prosecution and treatment of offenders. Work with other groups to support such measures or to propose whatever new legislation is needed.

Cautions and Precautions

And now, Mr. and Mrs. Parent, what else can you do, in addition to discharging the responsibilities of a good citizen?

1. Read this article together. Mark the sentences or the paragraphs that you want to remember. Discuss the article. Decide upon a plan of action with your

own children. Talk it over with relatives, neighbors, and friends.

2. Talk with your child's teacher. What is being said to the children at school? How are they being warned? What safety rules have been set up there? Do your children follow them? Talk them over at home. Cooperate with the school in every way you can.

3. Help your children to realize that every police officer is their friend. Encourage them to talk with policemen, and feel free to report any untoward event to them.

4. Talk with your children about rules to follow with strangers. *You can do this without frightening them.* Use the same tone and approach as when you talk traffic safety with them. They know they must look to the left and then to the right before starting to cross a street. They know what the traffic lights mean and how important it is to obey them. They know how to walk along unpaved streets or highways, where to ride their bicycles, and where to roller skate. They have learned these rules without becoming afraid. In the same way you can teach them to be cautious about strangers without bringing up all manner of horrible things that can happen to them.

On the other hand, if an incident has occurred in or near your neighborhood, the chances are that your children have heard at least something about it. Encourage them to tell you what they have heard; then discuss it with them as quietly and objectively as you can, even if it is a serious accident or a brutal crime. Such things are bound to be disturbing, but you can reduce their effect by your own calmness.

In short, it is not necessary to scare children by conjuring up visions of every terrible thing that might happen to them. Try to safeguard their peace of mind as well as their welfare.

5. Teach them the following list of rules for all boys and girls. Better yet, help them work out their own set of rules—similar to these but expressed in their own words and therefore more easily remembered. Emphasize particularly the importance of reporting all suspicious circumstances or actual incidents and of getting car license numbers and descriptions of the people concerned.

Rules for Boys and Girls

REPORT TO YOUR PARENTS, TEACHERS, A POLICEMAN, STORE-KEEPER, OR SOME OTHER OLDER PERSON:

1. Any stranger who asks you to go anywhere with him. *Be polite but firm. Say "No."*

2. Any stranger who invites your friends to go anywhere with him. *Write down the license number of the stranger's car. If you haven't a pencil handy, use a stone to scratch the number on the sidewalk or pavement.*

3. Any stranger who tries to talk with you in a movie theater. *Tell the usher.*

4. Any stranger who tries to touch you at the movies. *Tell the usher.*

5. Any stranger who tries to join in your games outdoors. *Be polite but say "No." If he insists, report him.*

6. Any stranger who talks to you, offers you candy or toys, invites you to get into a car with him, or bothers you in any way. Though he seems friendly, *report him.*

7. Any stranger who refuses to meet your teacher or your parents. If you see the same man several times near your playground or along the street and he starts to talk with you, tell him you would like him to meet your teacher, or tell him your mother or father will come by with you to meet him. *If he refuses, report him.*

Will these rules make children unfriendly? To strangers whom they meet when they are with their parents or some other older person, no. To strangers whom they meet alone or with their own friends, the answer must be "To a certain extent, yes." True, not all adults who speak to children have designs upon them. And it is too bad that children cannot respond readily to the overtures of people who really like them and enjoy being with them. We cannot, however, expect our children to discriminate; hence they must be warned against all strangers.

Who Is a Stranger?

I myself had an experience last summer that illustrates this point. As I was driving down a street on a very hot day I passed three little girls trudging along, bathing suits in hand, on their way to the pool, which was at least a mile farther away. I stopped and invited them to ride, telling them I was going past the pool. They looked at one another. I could see they were tempted, but finally one said, "No, thank you, ma'am. We are not allowed to ride with strange people."

Of course, for the moment I was a bit taken aback. Then I said, "You have fine mothers to have told you that. It is best not to ride with strangers. I know your mothers, but you do not know me, and so to you I am a stranger." I drove on reluctantly, but I was proud of those three little girls and of their mothers.

Incidents like this will occur. There will be times when a child would be perfectly safe with a stranger. You can explain that to them. But because they cannot tell which stranger may not be a good one, they must avoid all. The friendliest may be the most dangerous.

This, then, must be repeated over and over again: *Avoid strangers. Report all incidents. Identify offenders.*

A well-known adult educator and an expert in radio education, Alice Sowers is professor of family life education and director of the Family Life Institute at the University of Oklahoma. She has devotedly served the National Congress of Parents and Teachers in many capacities, including a three-year term as a national vice-president.

N.P.T.

quiz program



*A family
counseling service*

Consultants

Nancy Bayley
Muriel W. Brown
Flanders Dunbar, M.D.
Reuben Hill

William C. Menninger, M.D.
Esther E. Prevey
Ralph H. Ojemann
Lyle M. Spencer

• *We are a family of modest means. My teen-age son, who is a good student and very popular with his classmates, has lately begun to run around with a group of young people whose parents are wealthy. He has begun to talk about wanting a car of his own and needing more money for clothes and dates. His father and I have tried to bring him up to appreciate real values. Have we failed, or is this a passing phase? What can we do now?*

By the way you have phrased your question I can see that the problem you are presenting is not primarily an economic one. It is not so much a case of a boy threatening his family with possible bankruptcy as it is of a boy trying to hold his own with his friends.

It would be an insensitive boy indeed who wouldn't want to feel accepted by his age mates. As your son's friends mature, the "real values" you have stressed with him will undoubtedly also become more meaningful to them. At that time your son will be relieved to find that his parents and his friends agree about their values. Adolescents frequently put clothes, dates, and a car ahead of the more adult values of high scholarship, service to one's community, and loyalty to one's family and religion. But this is usually a passing phase and may easily prove to be one in the case of your son and his friends.

To be sure, with some boys and girls the "play-boy" outlook persists through college and afterward through years of partying with the country club set. But gradually this behavior becomes devalued by young adults. If your son should continue to obtain his major satisfactions in such activities beyond his first two years of college, I'd begin worrying. But not until then.

One way to ease the conflict your son feels between

your values and those of his friends is to stress the common values you all share. (If you look closely you will discover some!) Second, you may find it helpful to relive your own youth in retrospect—to remember some of the things your own crowd did at this age. Tell your son about these doings. He will undoubtedly be relieved to know that his parents too were frivolous at one time. And he'll realize that for this very reason you and his father can bring some understanding to the problems of values he is now facing. Finally, you can achieve some common ground by facing your economic problems together as a family, sharing rather fully both the limitations of your resources and your ways of stretching them to cover the needs of everyone. —REUBEN HILL

University of North Carolina



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• Several times lately I have heard the phrase "defense mechanism." My son, for example, works terribly hard at his math and gets the highest grades in the class, but he neglects his English. His teacher says this is a defense mechanism because he likes math and feels inadequate in English. I can understand what she means, but the other day my doctor said that children's stomachaches and headaches are sometimes defense mechanisms. How can two such different things both be defense mechanisms?

They can be, and they are. "Defense mechanism" is a term given to several kinds of behavior, all having the same purpose: to protect (or defend) us against demands made on us by our environment, and also against strong urges in our own personalities. Nobody but a baby can express all his urges directly without getting into trouble. Learning to live with others means that we must disguise or modify these urges. The ways we do this are sometimes good, sometimes bad, but they all help us to solve the conflict between personality and environment.

Everybody has defense mechanisms, so I'll tell you a bit about the most important ones. If you want to know more, you can read Chapters 4 and 5 of a booklet I wrote for Science Research Associates called *Self-understanding: A First Step to Understanding Children*, from which I shall quote once or twice.

One of these mechanisms starts very early—that of *identification*. We see it operating when children make believe they are grown up. "The little girl plays with her dolls as if she were the mother and they her children. Or she wants to wear nail polish and earrings, just like Mother. The little boy pretends to drive the car." All through life we continue to imitate the people we love, so that we can become more like them. Used properly, this mechanism helps us to think and act with others toward a common, worthy goal, and thus to understand our fellow beings. It helps us to become mature adults.

Remember what I said about our strong, primitive urges and how we cannot let them be expressed directly? The two strongest of these drives are *love* and *hate*. We learn to make them less intense and more manageable by using the mechanism of *sublimation*. Through sublimation "the drive to love is modified into thoughts and actions that are creative, constructive, and generous. The hate urge . . . can also be modified into such qualities as initiative and ambition." Children grow into mentally healthy adults by learning, slowly and painfully, that hitting someone or showing excessive affection isn't as satisfying to their parents (and later to their own consciences) as learning a new skill or doing a piece of creative work. That is why all of us need hobbies and stimulating interests. They give us a chance to drain off our resentment and use our creative energies.

The defense mechanism your son uses when he

concentrates on math and lets his English go has a much more familiar name: *compensation*. By working hard on a subject he knows he can do well in, he tries to make up for a real or imaginary lack of ability in another subject. Handicapped people often try so hard to make up for their weaknesses that they win great fame. Think of Beethoven, the deaf composer. Think of Theodore Roosevelt, the near-sighted, sickly boy who became President.

Unfortunately we see the same mechanism at work in people who feel some lack in their own personalities. The parent who is too immature to give his children unstinting love may give them lavish presents and all manner of "advantages" to make up for the lack of love. But here the mechanism fails. There is no substitute for love.

The next one is also very familiar to most of us. "Ask Tom why he didn't pick up the groceries on the way home, and he will tell you that he was kept late at school and that he thought you wanted him to come home first. . . . His reasoning may seem logical. But somehow you have the feeling that he could have stopped for the groceries if he had wanted to." Tom was using *rationalization*, and so do we all. We give ourselves foolproof reasons for doing something, for believing in something, for not liking somebody, and so on. We *think* they are real reasons, but they aren't. If we dug up the real ones we would be ashamed of them. So we rationalize.

Many of our inner conflicts are caused by the fact that we don't dare to acknowledge certain "bad" wishes and ideas in ourselves. Suppose you have a feeling of hate toward an individual or a group. Rather than recognizing it or acting it out, you "disown" it by believing that these people hate you. Then you are entitled to feel persecuted, sorry for yourself, suspicious. This turnabout sort of mechanism is called *projection*. It is never a good way of working out a conflict. In fact, it causes much of the world's trouble.

Finally, the stomachaches and headaches your doctor referred to may come about through the mechanism of *conversion*. The organs of our body are just as much a part of our personality as is our mind. These organs are often used, like mirrors, to reflect our feelings, especially those we don't express directly toward the outside world. There is a set of definite physiological responses to certain feelings, like fear or anger. Our blood sugar goes up a bit, our blood pressure rises, goose pimples form. A high percentage of the headaches people have are emotional in origin, because of conflicts or the tenseness of the day's work. Our stomach, indeed our whole gastro-intestinal system, reflects our moods many times. People recognize this intuitively when they use phrases like "I can't stomach that" or "Sink your teeth into this."

—WILLIAM C. MENNINGER, M.D.

The Menninger Foundation



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What

Emotional Health

Looks Like

Bonaro W. Overstreet

IN A single hour last summer on our farm in Vermont, I learned two things—and both were good. I learned more than I had known before about a certain flower, an Oriental poppy, and more than I had known before about some of the chances we have to take if we want to enjoy to the full our rightful human experience of liking and being liked.

It happened this way. After an early breakfast one morning, my husband and I took a walk up the country road. By the time we returned, the sun had come up over the Green Mountains, and a flood of light lay across the lawn under the maples and cut a golden swathe across our long perennial bed. The sheer beauty halted us, and as we stood looking, there was enacted before our eyes one of the small, mysterious dramas of growth. Responding, perhaps, to the sudden warmth of sunlight, the swelling bud of an Oriental poppy dropped off one part of its three-part calyx, and the flaming, crinkled petal beneath unfolded a little. We went closer—close enough so that we could lean above the bud with concentrated attention. Watching thus, we could actually

see the petal's expanding movement. The life-push was made visible before our eyes.

How long would it take the petal fully to unfold? How long would it be before a second part of the calyx, and then the final third part, fell away? We waited, intent. The minutes passed. The sunlight grew warmer. And by almost imperceptible stages the bud became an open flower.

Dividend from Shared Experience

It was just as the last petal was uncrinkling that one of our farm neighbors came down the road on his tractor. He is a man who, as the Vermont saying goes, works "from can see to can't see." Yet even with all his long hours and his hard work he is able to wrest from his worn and stony acres little more than a bare subsistence for himself and his family. Year by year—grieved and appalled that so overwhelming an output of energy brings so little return—we have seen him become more tired, more discouraged, old beyond his age.

Now he came by on his tractor, and slowed to a

5. The Readiness To Like and Be Liked

**"Hearts unfold like flowers before thee"
runs one line of a great hymn addressed to
the Creator. True it is. And no less true
that a certain godlike quality in humankind
makes us sensitive—when at our best—to the
feelings and thoughts of others. In the
warmth of our responding is the measure of
our emotional health.**

stop to say good morning. "I see you're working early," he volunteered, mistaking our reason for being there in the garden.

At this point a peculiar, insidious temptation almost had its way with us, the temptation to say "Yes, there's always a lot to be done" and let it go at that. It was the temptation, in short, to assume that this farmer, living in terms of work and more work, could respect us as early workers but would feel only an astonished contempt if he knew that we had spent a valuable morning hour watching a poppy bud open.

Had we yielded to that temptation, we would have been tacitly saying to ourselves that this neighbor did not have our appreciation of the natural world. Having acted on that assumption, then—and having given him no chance to show his true response—we would have gone on holding, as though it had been proved true, our limited estimate of him.

Happily, on impulse, I pushed the temptation aside and made the plunge. "Not working," I replied. "We've just been standing here watching this poppy bud open."

His face, tired looking even that early in the morning, lighted up. "No fooling?" he said with interest, and he withdrew from the gearshift the hand that had been about to reinstate the tractor's motion.

We told him the story then. We told how that first falling section of the calyx had caught our eye, how we had waited, how the crinkled petals had become those of an open flower. We told him, and he, from where he sat on the tractor, turned his eyes to the poppy and looked at it quietly for what seemed a long time before he jerked himself back to the day's demands. "Well." His hand slowly went to the gearshift. . . .

He and his tractor rode off down the road. We looked after him, feeling humbly that we knew him a little better than we had before. It was as though our words had somehow served as a kind of warmth under which an inhibiting calyx had fallen partially away from his work-bound mind, and some petal of appreciation and wonderment had visibly unfolded.

Now, months later, I recall this experience in all its vivid detail, because we so nearly missed out

on having it. We came so close to making the wrong guess—too tight and arrogant a guess—about a fellow human being. And, as the Duchess in *Alice in Wonderland* would say, "the moral of that is" that if we want to like the people around us and be liked by them, we have to give them the chance to be likable.

How Minds Mold Minds

Too often we deny them that chance. We deny it to them as my husband and I almost denied it that summer morning to our farm neighbor. We make assumptions about people that are too small to hold them. And then, having invited into the open only a pittance of their nature, we blame them for their mental and emotional poverty.

Years ago when I was in college, I went home for lunch one day with a classmate whose family lived near the campus. I was proud she had asked me. She was brilliant and beautiful. If she was also at times too critical for comfort, I accepted this as natural in a person of such superior gifts. I wanted her to like me. I admired her.

Most of our table talk that day I have completely forgotten, but one fragment remains. It remains because it marked for me one kind of awakening. In some connection or other my classmate was deploring human stupidity: "Most people are so deadly dull. Almost *no one* ever says anything really interesting!"

While I didn't feel that way about people myself I was ready to grant that she had a right to. My chief hope was that I could somehow avoid exhibiting a dullness that would make her cast me off.

Her aunt, however, who was seated across the table, looked at her with quizzical eyes. When she spoke, her tone was so gentle that it robbed her words of their sting—but not of their meaning.

"I don't really think you'd be the best judge of that, Martha. You never listen to anyone."

If I do not remember Martha's reactions to these words, it is probably because I was at the time too absorbed in my own reactions. With almost alarming clarity they told me something that I had refused to tell myself: that my relationship to Martha was one in which self-protective wariness played a large part, that I never dared share with her any idea which she was likely to dismiss as naïve and sentimental,

and that the fault in this matter was not wholly mine.

That was probably the first time I ever recognized the extent to which we human beings are makers one of another. I knew, when I faced the fact, that whenever I was with Martha I was, in effect, only a cautious, expurgated edition of myself. Abruptly—and again, I think, for the first time—I wondered whether the proper function of brilliance is to be critical, to see through others and their pretensions and pretenses. Might not the proper function of brilliance be to understand? Might not the proper function of any mind, brilliant or average, be to understand—and by understanding to bring out in others that which justifies the effort?

How Measure Emotional Growth?

We know now (it is almost a truism) that the emotionally healthy person likes more people than he dislikes. We know also that such a person brings to a meeting with a stranger a readiness to like and to enjoy, and a kind of comfortable expectation that he himself will be found acceptable.

The emotionally unhealthy person, in contrast, does an exaggerated amount of disliking and disapproving. Even when he is sticky-sweet in manner and professes himself to be a lover of all mankind, he gives himself away. He shows that he likes this image of himself but that he does not like people. If he did he would be enjoying *them*, listening to *them*, thinking about *them*. He would not be chiefly watching and approving himself. In most cases of deep emotional disturbance the presence of hostility is too evident to be overlooked. It is manifest in a myriad signs that range from petty nagging to destructive prejudice.

How shall we, in this matter, estimate the level of our own emotional soundness? One practical way is to take stock of our expectations about other people, of the assumptions we make about them. If these assumptions are on the whole fairly generous—generous enough so that we feel free to be honest about our own ideas and interests, in the belief that the people around us will be able to respond in kind—the chances are that our emotional health is reasonably sound. We are not destructively or self-destructively on guard. We are ready to like and be liked.

TECHNIQUE

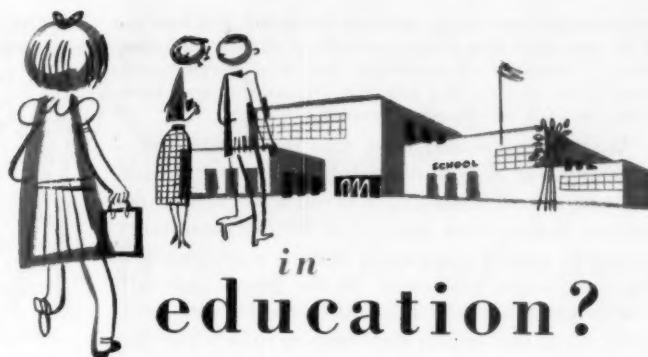
Learn how to look at a beautiful thing with the eye,
Seeing it wholly, as if it must presently die.
Learn how to listen to music as if the ear
Never again might be able to listen and hear.

Learn, with new kindness, how to be neighbor and friend
As if, on the morrow, all greeting and giving must end.
Learn how to love, as if after this hour no more
Had the heart any life, nor beloved one to adore.

—ELAINE V. EMANS



What's
happening



in
education?

● Our bond issue for a new school failed to be approved three years ago. We want to bring it up again because our classrooms are so crowded. This time we must not fail. How can we strengthen our campaign?—Mrs. M. H.

First consult the new pamphlet on publicity and public relations published by the National Congress of Parents and Teachers—*The P.T.A. Story: Ways of Telling It*. It's forty cents for a single copy. Then here's another possibility: My school public relations friends tell me that a manual available free from the National School Service Institute, 27 East Monroe Street, Chicago 3, Illinois, has good answers to questions like yours. It is *Campaigns Triumphant—Some Practical Suggestions for Schools* by Otis A. Crosby, senior administrative assistant of the Detroit Public Schools and veteran of many a campaign. Among its twenty-five points for a successful school campaign you will find these:

- Do a substantial research job to show the rightness of the community's petition for a school campaign. Fix the peak load in the elementary and high schools for a given year. Include any factors that may have a diminishing effect on school population, such as the possible withdrawal of school-age children in years when family incomes are lowered.
- "Insist" on a unanimous decision of the board of education establishing a call for an election.
- Plan the campaign for a period during which schools are in session.
- If possible, base the decision for a bond issue or millage increase on the *demands of the citizenry*.
- Establish a budget (not out of public funds) adequate to cover basic campaign expenses.
- Plan carefully the buildup of the three weeks' campaign so that the peak comes forty-eight hours before election. Twenty-four hours before voting, activities should be shut off.

That's the kind of down-to-earth advice Mr. Crosby gives. The brochure contains numerous examples of posters, sample ballots, questionnaires, booklets, and

so on, that have clicked for other communities. Finally, take to heart these bits of Crosby counsel:

- The campaign must be child-centered.
- Emphasis must be placed on significant and obvious facts.
- Language should always be clear, simple, and non-technical.
- Pictures, charts, graphs, and slogans should be used as widely and effectively as possible.
- It is poor economy to be stingy about using skilled professional advice, engravings, art work, and printing services.

● Our parent-teacher association is disturbed by the large number of dropouts and absentees in our school. What suggestions do you have for a program that will improve the attendance of pupils in both elementary school and high school?—Mrs. E. O. B.

For an answer I turned to one of the best of our many educational agencies, the Department of Rural Education of the N.E.A. Writes Assistant Director Robert M. Isenberg:

The problem could probably be attacked from several different angles. Let me suggest a few questions that represent some possible approaches to a discussion of it:

1. How can teachers capitalize on the real interests of children as a basis for learning?
2. How can the school curriculum be broadened to provide the educational opportunities children really need? [I am reminded of a school superintendent who remarked that several of his high school boys in vocational agriculture preferred "tinkering with automobiles" to the regular vocational course for boys, in which no provision was made for teaching auto mechanics. Obviously when high school youngsters have an opportunity to tinker with cars, radios, and TV sets, or whatever, they will be interested in school. They will be motivated to learn, and the school will be doing a better job for its community.]
3. How can every child, regardless of his abilities, be helped to find satisfaction and accomplishment from school activities?

[See the story of Alvin on the following page. A pupil's attendance at school is not encouraged by continuous frustration and failure.]

4. What kind of program for the educational and vo-

cational guidance of our children is needed, and how can it be provided? One extensive study of early school drop-outs in Kentucky recommended that local school systems provide the services of a full-time, trained guidance counselor for each five hundred pupils.

Another suggestion: Look into the possibilities of a program of distributive education ("distributive" meaning the distribution of consumer goods) if one has not already been established in your community. Congress recently increased federal appropriations for distributive education. In the South especially this program has scored notable successes with work-study plans that enable teen-agers to earn while they learn. Since one of the chief reasons teen-agers leave school is to earn money, distributive education goes to the heart of the problem of how to persuade youth to continue in school.

● *I have a problem, and I can safely say that most parents whose children are transported by bus to school have the same problem. The bus stops for my child at 7 a.m. That means getting him up at least at 6 or 6:15. The bus arrives at school by 7:35. What is Tommy supposed to do until school begins at 8:40? Is this good practice?*—Mrs. C. R.

In these days of consolidated schools and fleets of school buses this is indeed a problem in many homes. And it has been studied. Take this viewpoint to your next P.T.A. meeting:

The generally accepted standard of maximum riding time of one hour morning and afternoon adds two hours a day to total school time, but it should be emphasized that this standard is believed to be a maximum, and shorter riding schedules should be planned wherever possible. The school schedule can often be arranged to shorten the total school day when conditions require long bus routes. A riding time of one half hour morning and afternoon is a more desirable maximum, especially for young children, and is possible under many conditions.

There are some evidences that the length of actual riding time is perhaps no longer as important as is the over-all length of the school day, i.e., as the amount of time from when the transported pupil leaves home in the morning until he returns in the afternoon. This means that, if the school day were such that the elapsed time between the morning pickup and afternoon discharge of the pupil from the school bus could be kept constant, or reduced as it should be in many instances, it would make little difference whether the one-way riding time were 30, 40, or 60 minutes. The development of comfortable, well-ventilated vehicles is perhaps largely responsible for the shift of importance. This should not be construed as a recommendation that riding time be increased where it can possibly be kept to a minimum. It is an emphasis that is deserving of further study and, if found to be valid, might well be given consideration of those transportation programs which must depend upon exceptionally long routes.

That comes from *Pupil Transportation*, the 1953 Yearbook of the N.E.A.'s Department of Rural Education. I realize, however, that it offers small comfort to one who must roll out of bed at six on cold winter mornings.

—WILLIAM D. BOUTWELL

HELPING ALVIN STAY IN SCHOOL

I TEACH in a small town. Not long ago a new family with five children of school age moved into our school district. The oldest child was Alvin, a tall, hungry-looking boy who had failed repeatedly in school. On a beautiful April morning he walked through the schoolhouse door, approached my desk, and said, "In two months I'll be sixteen. Then I'll quit school." I looked up at this boy, nearly six feet tall, and quietly answered, "Alvin, if you don't like it here you need not come to school after today, but the other pupils and I will be sorry because there are so many things we were hoping you could help us with. We really do need a good pitcher for our softball team."

I gave him his books and assignments, and with some hesitation he politely took his seat. At the morning recess the older boys begged him to pitch, but it was when he batted the first ball pitched to him—batted it clear over the fence—that he became a hero to them.

During the afternoon when he was writing, I commented in passing, "Why Alvin, what a lovely penman you are." (His spelling was atrocious, but his writing flowed in graceful curves.)

At three-thirty I dismissed my class and was a little skeptical as I watched Alvin slowly walk up to my desk. He said, "Ma'am, I'm coming to your school again tomorrow. You're the first teacher who ever told me I could do anything good." I had passed my first test!

Alvin did come back to school day after day. I was careful to give him assignments that he could meet with reasonable success. The class always wanted him to write our "official" correspondence (with an assistant to help with the spelling) because he was our best penman.

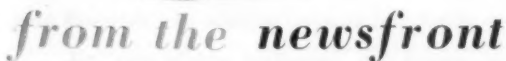
So six weeks passed, and it was time for report cards. His card had a well-deserved A in penmanship, not the usual F, and a comment that "Alvin is a fine, industrious boy. He is so nice to the little folks; they all admire him."

The next day Alvin returned his report card—plus the one from his previous school, replete with all F's plus the notation "Alvin won't study." No wonder Alvin hated school: for he did study, although he didn't accomplish as much as some of the others.

Alvin passed the seventh grade and his sixteenth birthday. Vacation days sped past. Come September, Alvin, now better than six feet tall and past sixteen, was back in school for his eighth-grade work. The second- and third-graders met him at the school gate, clamoring for him to teach them "some more ball." He did help them, but he helped himself most of all. He was a success, liked by everyone in school.

He finished the eighth grade with his class. You never saw a happier pair than Alvin and his mother when I told them that he had passed the eighth-grade exams. True, he was the biggest and oldest child to receive his diploma at the county promotion exercises, but he was also the proudest.

How do I get pupils to exercise all their abilities? I think the secret, if there is one, is, first, to provide ample material with which to work and, second, to make the pupils see the purposefulness of what they are doing. In rural communities particularly, the teacher must be concerned with these things. He or she is dealing with a great diversity of children and, as a result, a great diversity of individual thinking and ambitions.



The old but ever new problem of discipline here comes up for reexamination by an eminent psychiatrist—who vigorously expresses her views on the disciplinary needs of children. We offer Dr. Dunbar's ideas in full knowledge that they will provoke many a lively discussion of freedom and control and also in the hope that they will help point toward that "consistent middle way" all enlightened parents seek to follow.

When Children Blow Off Steam

Flanders Dunbar, M.D.

DO YOU remember Mr. Squeers, the tyrannical schoolmaster in Dickens' *Nicholas Nickleby*, and his curt command to his young charges: "Winder, go wash it!"

To today's enlightened parents this way of talking to children may seem as outmoded as the gas-light era from which the words were lifted. Yet the change from Mr. Squeers' absolute imperative to the complete permissiveness of "Darling, do as you please" has not been progress. To say to a child, "It's your life; go live it," isn't really very different from flinging at him the order "Winder, go wash it."

Neither one of these commands recognizes how limited a child's experience is. Both leave him to



flounder and fumble in the dark—one at window washing and the other at life.

The pendulum, we know now, can swing too far in each direction. Those who try to hold it at one extreme or the other find themselves in trouble, and they are likely to have troubled children. While unswerving advocates of one or the other of these views argue incessantly about modern education and what it is, their children remain uneducated.

Of course, children must blow off steam. Without a safety valve, they burst the boiler; without control, they lose backbone and focus. What, then, is the best way of letting children give vent to their feelings? By allowing them to do completely as they please?

If this were true we might expect fewer problem children in schools where children's wishes are carefully considered. Actually there are just about as many problem children in "progressive" schools as there are in "conservative" or military schools, possibly more.

One boy of eleven, who on several occasions nearly set the house on fire by placing the scrap basket under the draperies and throwing lighted matches into it, had received his education from a too-permissive mother and at a so-called "progressive" school. Finally the school decided that his teachers were no longer able to cope with him; he needed a change. His mother brought him catalogues from schools of all types—progressive, conservative, and disciplinary. To her horror he chose an academy that insisted upon uniforms and strict military discipline.

"Why do you choose this school?" she asked.

He replied, "Mother, I'm so tired of making decisions for myself. I've done it for *years* now. Look at this schedule! It tells you what you have to do every half hour all day long. That's for me!"

Firmness Preferred

Strange as it may seem, children like order, and they like help in planning their time. In "modern" schools it is often the strictest teachers who are the favorites.

On the other hand, children do not like the kind of teacher who swings back and forth from one extreme to the other—from Mr. Squeers to "Darling, do as you please." A child brought up in this dizzying atmosphere is likely to blow off steam in a destructive way. He may even become delinquent. Indeed overly rigid discipline or no discipline at all is better than inconsistent discipline. Too much strictness, if consistent, or too little strictness, if consistent, is better than weaving a wobbling course.

Parents and teachers today are trying to find a consistent middle way. They want to shorten the arc of the swings between tyranny and do-as-you-please. This is a desirable goal. True, it is never achieved perfectly, but a few deviations from perfection are themselves educational if they stimulate growth and thought.

A child whose parents and teachers are striving to hold to a middle way has a dependable safety valve. All children have to blow off steam, but with a safety valve there is little danger of explosion. If the noise gets dangerously loud, it is wise to find out what sends the pressure soaring. Sometimes it is unnecessary frustration. Sometimes it is an inevitable kind of frustration, with which the child could readily cope if he understood it and if some really interested person took the time to try to understand

with him. Sometimes it is energy—just a plain abundance of healthy vitality for which the child has no creative outlet.

And there must be a creative outlet. Pent-up, unchannelled energy is likely to boomerang. The greater the energy, the more forceful the rebound. Too often our children don't know enough about all the opportunities there are for creative activity. They need guidance. It doesn't help to call out impatiently, "Go amuse yourself. This is your playtime, your free time." Perhaps at the moment the child is feeling lonely, or perhaps he has something he wants to say. His desire to fill the lonely void or to talk may interfere with his sense of freedom in his "free" time.

Need Children Choose in the Dark?

But even when this is not true, it should be remembered that young people need help in discovering all the opportunities for enjoyment that the world offers. It is very hard for them to decide alone what to do because they know the pros and cons of very few choices. Most children don't even know what is fun and what is not. They have probably learned that they get pleasure from sucking a lollipop, but they may not know that going to the zoo might be even more pleasant. They may not even know what zoos are. Nor do they know that too many lollipops can make them sick. If they do get sick from too many lollipops, they may just think fate is being unkind or that they are being punished for disobeying a parental order.



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This is the fifth article in the
1954-55 study program on the preschool child.



I once went to a party at the home of ultra-progressive parents. Their daughter, aged five, and their son, aged seven, were allowed to do as they pleased. That day they chose first of all to go into the parents' room, where the guests had left their coats. There they elected to empty every pocket and pocketbook and to dump the contents in a big heap on the floor. Over this mound they decided to pour the contents of the parents' bureau drawers. Then for some reason it seemed necessary to return all gloves to coat pockets—the wrong pockets, of course.

Having exhausted the possibilities of play in that room, the two children returned to the party and inadvertently managed to upset a few teacups. When the boy called his mother an unpretty name, the father solemnly explained to the guests, "This is just a phase. We must give children freedom to say what they please." Later when the parents discovered the muddle in the bedroom neither one offered a syllable of apology. Instead they informed us, "The children are growing up strong and healthy. It's good to let children blow off steam." My firm but unexpressed conviction at that moment was: "Blowing off steam in this fashion, they won't stay healthy long." Sooner or later, if they continue this madcap, uncontrolled behavior they're going to bump into the law.

This may be an extreme example, but many of the children who act in so heedless a fashion have been caught in the farthest swing of the pendulum. They need understanding, and they need guidance. Given a few more guidance-less years, they will stand a pretty fair chance of landing in the lap of the law.

It is well to remember that *educate* comes from a Latin word meaning to *lead*. It does not mean to push, kick, or beat; neither does it mean leaving a child alone to make all his decisions in a world he hardly knows. A child left alone to do as he

pleases feels neglected and rejected—and resentful. The boy who attempted to burn down his house by starting a fire in the scrap basket was resentful. He really hated his mother—with a child's deep, primitive hatred—because she had let him down. In trying to give him freedom she had put too heavy a burden on him and then left him alone with it, rejected.

The desire to be a good parent isn't enough, if all we do is read conscientiously the voluminous literature of *do's* and *don'ts* for parents. Forgetting what we know about ourselves and our children—and also our own inner resources—we may become frightened and confused. We keep finding things we have done wrong that are supposed to have dire consequences, and that can make us more unsteady and more frightened than we were before we tried to learn how to be good parents.

The father and mother who are really interested in their child, who are more or less able to think of him objectively and keep him outside the aura of the troubles that they have to face together, have enough common sense to use knowledge wisely. They do not have to rely entirely on books, and, furthermore, they do not need to recall from their own past histories "what Mother did to me" or what Grandfather did to her.

Remember, you and your child are starting out in life together. What other people have said and done is interesting but not always pertinent. *You* are his guide.

A parent, a psychiatrist, and a pioneer in psychosomatic medicine, Flanders Dunbar, M.D., divides her time between research, clinical work, and writing. Of special value to parents is Dr. Dunbar's highly readable work, Your Child's Mind and Body.

What Job for Junior ?

This is the fifth article in the 1954-55 study program on adolescence.



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Early in life students make choices that may determine their vocational future for years to come. How can mothers and fathers guide their sons and daughters toward careers that will be satisfying to them and useful to society?

Lyle M. Spencer

"WHAT KIND of work should my youngster go into? How can I help him choose the career that will be best for him?"

Most parents are deeply concerned about such questions as these. They are keenly aware—usually much more so than their sons and daughters—that a good share of anyone's future success and happiness, as well as his place in the community, depends upon selecting the right career. Although helping children make wise job choices is always important, the recent rise in national unemployment brings this problem into sharper focus now than at any time in the last fifteen years.

A total of 3,346,000 people were reported jobless during the month of July 1954. This was in sharp contrast to the generally low unemployment rate in the period since World War II. And as always, young people were among those hardest hit by this increase in competition for available jobs. In February 1954 there were 320,000 more unemployed persons in the twenty-to-twenty-four-year-old age bracket than there were a year earlier. Inexperienced young workers with low seniority are having a much harder time keeping jobs when layoffs come or finding satisfactory new positions.

During the last year our country has returned to

the first period of "normalcy" in the job market since 1940. Today's young people who have grown up in an anyone-can-get-a-job era will find that they are entering a world of work which has once more become highly competitive.

Early Decisions Are Important

Choosing a lifetime occupation can't be done on the spur of the moment the morning after high school graduation. Young people need adult help in making sensible occupational choices, and this help should begin at a much earlier age than is generally recognized.

While nearly every child is interested in exploring occupations at an early age, most of his interests do not progress much beyond the fantasy stage until he is well into high school. Even then, career interests tend to be unrealistic, based upon identification with glamour occupations or idealized people the child knows.

In actual fact, however, the first of a long series of major decisions that eventually lead to career selection must be made in the eighth or ninth grade: whether to take a college preparatory course in high school or to take a general or vocational course. Seldom do children or their parents realize how important is this particular choice. It really represents the first adult decision most young people make. Moreover, it is of lifetime consequence and is usually irreversible. With relatively few exceptions, colleges and universities will admit only young people who have followed the college preparatory course in high school. Most of the professions, of course, have always required a college education. But with the general educational level of our country rising so rapidly, a host of managerial, administrative, and technical careers that were once open to anyone now require a college diploma.

Recognizing the importance of helping young people make the right job choices from the very beginning, many junior high schools are joining the large group of senior high schools that now offer educational counseling and classwork in occupations. Yet much of the responsibility for this kind of help still lies with the parents.

This doesn't mean that we should make decisions for our youngsters, but we can help arouse their interest in making occupational choices of their own. We can guide them toward the right job choices by following a three-step plan:

1. *Help them gather information about themselves—their intellectual abilities, their other abilities, their interests, and their character traits.*
2. *Help them gather facts about the job world.*
3. *Help them draw upon this knowledge in making tentative choices of occupations.*

An accurate picture of your child's intelligence and his special abilities and talents will help you and him

to get an idea of the kinds of work in which he could succeed. You can learn much about his abilities from his report card, from the school's record of his scores on psychological tests, and from the outside activities in which he does well.

Your child's job choice should be based not only on his abilities but on his interests. For instance, a high level of ability to understand ideas expressed in words is important to both successful teachers and secretaries. But these two occupations differ greatly in other respects. A youngster interested in teaching might have no interest in secretarial work. To narrow his job choice, a young person needs to know not



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only what he can do well but also what he *likes* to do.

If your school has a testing program, you and your youngster may want to discuss test results with the guidance counselor or a teacher, to see what these mean in terms of finding the right occupation. If your school does not offer such testing services, you may want to consult a vocational guidance counselor. The American Personnel and Guidance Association, 1534 "O" Street Northwest, Washington 5, D. C., can send you a list of reliable counselors in your area.

Once you and your youngster have an accurate view of his interests and abilities and have thought about occupationally valuable character traits, you will want to consider where the best job opportunities are available. The first step here is to get a broad national picture, because nowadays people tend more

and more to go where the jobs are. In the single year between April 1950 and April 1951 more than ten million Americans moved from one county to another. The national job picture is especially important to boys and girls in rural communities. More than half of all young people on farms must go elsewhere to find work, and a quarter of the youngsters from towns of less than a thousand population must go to cities or larger towns in order to find satisfactory jobs.

The World of Jobs

What are some of the things about the job world you and your child will want to investigate?

You'll want to find out about occupations in which there is likely to be a need for additional personnel. And you'll want to note, too, which fields are likely to have few openings for new workers.

In some fields it's fairly easy to get the facts about the ratio of job openings to the number of new people entering those fields. For example, this year's nineteen thousand engineering graduates had forty thousand jobs to choose from. And there's a much greater need for elementary and high school teachers than can be met by the number of candidates now entering the teaching profession. For young people whose talents and interests lie in these fields, opportunities are broad. In the legal profession, however, the situation is reversed. The number of new law school graduates is far greater than the forty-six hundred openings that occur annually through death or retirement. An especially interesting area of growth these days is in what we call the semiprofessions. The Census Bureau reports that between 1940 and 1950 the number of draftsmen increased from 71,077 to 113,298; of photographers, from 28,301 to 43,401; of medical, dental, and testing technicians, from 43,517 to 91,759.

As we try to predict future job opportunities, another factor is important, too—the average age of people already employed in a special field. Generally speaking, newly created positions are considerably less important than the jobs held by older persons who are about to retire. If the average age of the workers in a field is high, many of them will soon step down, and there will be need for replacements. Conversely, even a field that is growing by leaps and bounds offers fewer chances if most of its workers are young.

You'll want to discover in which parts of the country jobs are most likely to be plentiful.

New England and the Middle Atlantic states (New York, Pennsylvania, and New Jersey) had the smallest rate of employment growth in the period between 1939 and 1952. A tier of states rimming the country from the West and Southwest through the Gulf and South Atlantic states has led the country in employment growth.

You'll want to consider the over-all educational competition your youngster will be up against when he goes out into the job world.

One out of every ten young people in this country now graduates from college, and about half of those students who get as far as the fifth grade go on to graduate from high school. Education is becoming increasingly important for successful competition in tomorrow's job world.

If your youngster is a girl, you'll want to consider the fact that the number of employed women has almost doubled in the last twenty-five years and that increasing numbers of married women are working.

Of the nineteen million women employed today, approximately ten and a half million are married. This means that career planning for girls can no longer be taken lightly on the grounds that they will stop working after marriage.

You and your youngster will want to learn all you can about the specific jobs to which he has narrowed down his choices.

Once you have a broad picture of the job world, you'll want to get the facts on opportunities in the occupations that interest your youngster most. You'll need to find answers to questions like these: What are the chances for advancement? How much education is needed? What salaries can workers expect? How do people get started in the field?

Government agencies, occupational organizations such as the American Chemical Society or the American Bankers Association, and commercial publishers all compile and publish information of this kind. Your school probably has a collection of occupational literature. If not, your public librarian may be able to direct you to promising sources.

The Final Choice

Does it seem at times that your youngster is too slow making up his mind about what he really wants to do? At this point some parents are strongly tempted to push forward their own suggestions about jobs they think would be interesting and remunerative. But yield not to temptation. While your youngster is making up his mind, you'll want to offer him all the support and encouragement he needs. You'll want to help him continue thinking realistically about himself and the job world. Yet the final decision must be his own. He's the one who will be working at the job for fifty years. He's the one to choose that job!

Lyle M. Spencer, president and co-founder of Science Research Associates, is known the country over for his significant work in the fields of guidance and psychological testing. During World War II he served with the U.S. Army and was awarded both the Legion of Merit and the Bronze Star.



Parents Against Polio

The Volunteer Joins the Scientist

Henry F. Helmholtz, M.D.

Chairman, Committee on Health, National Congress of Parents and Teachers

PERHAPS THE most hopeful news in the long war against polio is the announcement that enough of the Salk vaccine to inoculate many millions of people is being manufactured now. Hence if the vaccine is found to be effective this spring, it can be used almost immediately.

Even if the vaccine is successful, however, polio will be a problem for years to come. There are previously stricken patients—some seventy thousand of them—who look to the National Foundation for Infantile Paralysis for help in their return to useful living. To these will be added an unknown number of future polio patients. Since new immunization programs are not fully accepted overnight, it may be years before enough people are vaccinated to reduce drastically the number of new cases.

This, in essence, is the news from a conference I attended in New York at which Basil O'Connor, president of the National Foundation, met with the officials of sixty major national voluntary organizations. These organization leaders represented a cross section of America and a membership of millions of families. In general assemblies and workshop sessions they considered and discussed with Mr. O'Connor the far-ranging questions that lie ahead for the Salk vaccine and for the long-term rehabilitation of polio victims to whom any vaccine will come too late.

Horizons of Hope

I would like to tell you about these sessions, for they deeply concern every parent in our land. Three integral phases of the vaccine field study were discussed: (1) the evaluation of the vaccine, now going on; (2) future plans for the vaccine if it is found

effective; and (3) the role of the volunteer in our democracy.

Dr. Thomas Francis, Jr., of the University of Michigan, the man responsible for evaluating the effectiveness of the Salk polio vaccine, told of the intricate procedures connected with this phase of the vaccine field study. He outlined the processes through which 144 million separate pieces of information are now being compiled, analyzed, and followed up with meticulous and exhaustive care. In addition, there are reports on blood samples, stool specimens, and muscle evaluations that must be carefully and precisely recorded for each child in the study group who was stricken with polio in 1954.

Then for each of the forty thousand Polio Pioneers who helped in the study there are detailed data on three blood samples. The enormous size and complexity of this evaluation explain why a final report on the vaccine's effectiveness cannot be expected before the spring of 1955.

The second part of the meeting concerned future plans if the Salk vaccine is found to be effective in preventing paralytic polio. It is necessary to remember that the whole vaccine distribution program outlined depends upon one phrase: "if the vaccine is found to be effective."

This vaccine program will cost \$9,000,000 of the \$64,000,000 needed in the 1955 March of Dimes. Mr. O'Connor emphasized the fact that although the effectiveness of the vaccine will not be known until spring, the National Foundation is purchasing enough of it to inoculate nine million people. Thus manufacturers can keep highly specialized personnel and facilities ready to go into the production of addi-

tional supplies promptly if the vaccine is licensed. This is the only way the Foundation can be sure of making the vaccine available before the start of the 1955 polio season.

The pharmaceutical companies are producing the vaccine for the National Foundation without profit, Mr. O'Connor said. They are also producing additional supplies to be released through the usual commercial channels.

If the vaccine is licensed in the spring by the Laboratory of Biologics Control of the National Institutes of Health, it will be made available without charge to all children who participated in the field trials and did not receive the vaccine and to school children in the first and second grades everywhere in the United States.

Volunteers and Pioneers

The third part of our New York meeting concerned an American phenomenon that is found almost nowhere else in the world: the volunteer and the voluntary agency. To their dedicated service goes much of the credit for the great strides made toward polio prevention.

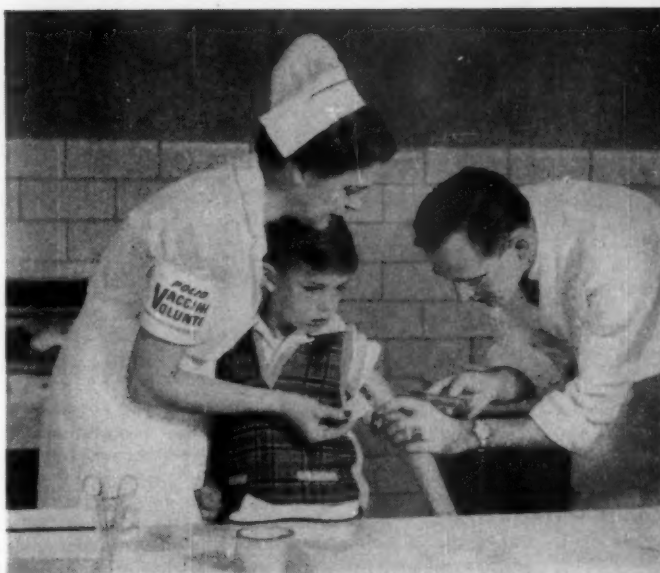
This was particularly evident in the vaccine field trials—a massive, complicated project that had no established pattern to follow because there had never been anything quite like it before. Yet this intricate undertaking went off without a serious hitch, even though in the United States it involved 1,830,000 children, 20,000 doctors and health officers, 40,000 nurses, 14,000 school principals, 50,000 teachers, and 200,000 lay volunteers including thousands of P.T.A. leaders.

All these people—and countless others across the country—were concerned with one common goal: the fight against a disease that often cripples, sometimes kills. This was the bond that united and sustained them.

In these field trials the volunteers against polio came from all walks of life. Perhaps the most emotionally involved in the project were the parents of the gallant Polio Pioneers. Here was a perfect example of the wise and wonderful working of a democracy at an everyday, grass-roots level.

Parents were given the facts freely. They weighed and pondered this information, for it concerned the health and well-being of their children. When their questions about the safety of the vaccine were an-

"Work for effective, coordinated planning and integrated services on the part of all community agencies and institutions interested in the physical, mental, social, and spiritual welfare of children and young people."—From the Action Program.



Seven-year-old David Dungan of McLean, Virginia, is being given trial polio vaccine by Dr. Richard J. Mulvaney, assisted by Mrs. John S. Lucas, registered nurse.

swered honestly and completely, they chose to let their children be a part of an experiment that might some day mean polio protection for all children. We of the P.T.A. are proud to have done our share in distributing the facts about the vaccine.

The duties of the volunteers in the field trials were many and varied. P.T.A. members worked as classroom mothers, clinic aids, recorders. And one other important group of P.T.A. volunteers earned the right to take a special bow—those who have helped raise dimes and dollars in the Mothers' March on Polio over the years. The field trials were the climax of years of work and research financed by voluntary contributions.

Some volunteers, such as the doctors, nurses, principals, and teachers, gave of their time and skills. Some, like members of the National Foundation's scientific advisory committees, traveled long distances to contribute their highly specialized knowledge.

Milestones in Research

Although we did not know it at the time the conference was in progress, there was yet another example of the immense power of individuals who have banded together to fight a common battle. A few days after the close of the meeting came the news that three American scientists—Doctors John Enders, Thomas Weller, and Frederick Robbins—had been awarded the Nobel Prize in Medicine and Physiology for research that paved the way for a polio vaccine. Dr. Enders himself had just received the coveted Lasker Award in Medicine for his leadership in this key development in virus research.



Dr. Helmholtz with (left) Dr. Thomas Francis, Jr., director of the polio vaccine evaluation program, and Basil O'Connor, president of the National Foundation for Infantile Paralysis.

Here were brilliant victories—victories that could be shared by millions of Americans because the research of these men had been financed by more than half a million dollars in March of Dimes funds. Their achievements had been made possible by the faith and dimes and dollars of individual citizens.

This has been an exciting year for all of us in the fight against polio. And now the New Year dawns, full of promise. We have good reason to hope that at last we are on the track of a polio preventive. Whether or not we actually have that preventive will be known only when Dr. Francis issues his evaluation report.

But no matter what the report says, our job in the fight against polio is far from finished. We helped disseminate information on the Salk vaccine during the field trials, and now we have another public education job before us. If the vaccine is declared effective, we must make sure that all parents throughout the land know about it and know of its availability. In this way, we can save many children needless pain and suffering.

Even if the vaccine is declared ineffective this spring, we must make sure that the public realizes that this does not mean the vaccine field trials were a failure. The research now going on will be intensified if the Salk vaccine does not measure up to expectations. And the field trials have aided immeasurably the rapid advance of science toward polio prevention.

There is still work for us to do. Polio will be with us for years to come. But already we know one unchallenged fact. We know that free people, working in voluntary association, have reached another milestone in the records of public health, community cooperation, and clinical research. And with all humility we of the National Congress of Parents and Teachers can be proud of our part in the project.

A GUIDE FOR DISCUSSION

Based on "Parents Against Polio"

Pertinent Points

1. Why are medical research and its results of supreme importance to the National Congress of Parents and Teachers? Is it not because P.T.A. members are the parents and teachers of America's children, and is it not the children who gain the most from this research? What, then, can P.T.A.'s do to help encourage further research, help publicize valuable findings when they are released, and see that our own communities benefit by their use?

2. The article emphasizes the fact that no single group or agency can do a successful job of promoting research, aiding it, and publicizing its results. Neither a professional organization like the National Foundation for Infantile Paralysis nor a large volunteer organization like the P.T.A. can "go it alone." Only when professional and volunteer organizations are linked together can scientific discoveries be put to effective use. What has your community done—and what more can it do—to assure a close partnership between the P.T.A. and professional health agencies devoted to children's welfare? What more do you feel your P.T.A. might do to assist these agencies in their work of safeguarding health and saving lives?

3. As you discuss the article, these questions may help call attention to certain important points: In spite of the new immunization programs, polio is going to be a problem for years to come. Why? According to Dr. Helmholtz, when can we expect a report on the Salk vaccine field study? Why is the evaluation taking such a long time? If the Salk vaccine is licensed, what groups will be among the first to get it free of charge? How did the field trials demonstrate democracy at work?

4. What were some of the jobs that volunteers took over in the field trials? Did your P.T.A. have a chance to assist in this experiment? If so, how? What further tasks will face you and other volunteers if the Salk vaccine is declared effective? Ineffective?

Program Suggestions

Appoint a committee to inquire into health menaces in your community. Find out from public health officials the three leading causes of fatalities and the names of local organizations that are fighting them. Discuss the possibility of giving P.T.A. assistance to these groups. If no local groups are yet attacking these hazards, consider inviting several community organizations to make a joint attack. (Reread Harleigh B. Trecker's article, "Teamwork for Better Communities," in the January 1954 *National Parent-Teacher*.)

Schedule a panel discussion of the steps citizens can take to make yours a more healthful community. Panel members might include a city health officer, a building inspector, and a food inspector.

Some perils to health can be removed only by joint action—such as air pollution, inadequate water purification, poor rental housing, street noises, and industrial hazards. What are the citizens of your town, in cooperation with specialists, doing to correct such conditions?

Teams of health specialists working with WHO and UNICEF are bringing health-giving knowledge to millions of people all over the globe. Using the brainstorming technique, list the ways in which your P.T.A. might aid these organizations.



THE ADOLESCENT IN YOUR FAMILY. *Children's Bureau Publication 347-1954.* Superintendent of Documents, Government Printing Office, Washington 25, D. C. 25 cents.

Do you have in your family an adolescent you'd like to understand a bit better? Maybe you'd like to bolster his lagging sense of responsibility in the budgeting of time or money. Maybe you're wondering why at one moment he's a dynamo of energy and at another a listless lump in an armchair. Or your questions may have to do with dating, day dreams, or diet; unruly behavior; career planning; or a churlish approach to household chores.

If you've been mulling over any one of these questions—or almost any question on adolescence—this pamphlet is for you. Once you pick it up, whatever your original questions, the chances are that you'll find yourself reading far beyond the query that first led you to this publication, so attractively is it written. More than seventy-five specialists in various fields of human welfare reviewed the manuscript before it was published. The knowledge and experience that they have shared here will serve you well.

NEW HOPE FOR THE RETARDED CHILD. By *Walter Jacob.* Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

What causes mental retardation? How can the mentally retarded child be identified? How can home and school help him? These are among the questions discussed in this pamphlet by the director of the Training School at Vineland, New Jersey, a private, nonprofit center devoted to research, education, and the care of mentally retarded children. Pearl Buck, herself the mother of a retarded child, closes her sensitive introduction to this pamphlet with a challenging standard for gauging the humaneness of a society: "The test . . . of any civilization is the measure of consideration and care which it gives to its weakest members."

RANDOM TARGET. By *Nora Stirling.* National Association for Mental Health, 1790 Broadway, New York 19, New York. Single copies, \$1.00; producing packet, \$4.50.

Five-year-old Wade hadn't done a thing to provoke an attack when suddenly eleven-year-old Nicky sauntered up to the younger boy, pushed him off his tricycle, gave the wheel a shove, and sent it flying down the hill into a tree. What angered Nicky? Why did inoffensive Wade become a target of the older boy's wrath? The unraveling of that bit of perplexing behavior is the basis of this play. It is Wade's mother, sympathetic and clear-sighted, who picks up the clues and points them out to Nicky's parents.

Random Target is a new addition to a growing list of plays prepared by the American Theatre Wing in cooperation with the National Association for Mental Health. When the curtain rings down on one of these dramas the ushers do not immediately click open the exit doors to let the audience pile out. Instead, the playgoers are invited to stay and air their ideas about the action they have just seen. And this part of the program can be as rewarding as the play itself, especially since each script is accompanied by a discussion guide prepared by a specialist. Groups planning to produce the play may wish to reread the suggestions on using dramatic materials in "New Hope for Audiences," *National Parent-Teacher*, January 1954.

THE U.N. DEPENDS ON YOU THROUGH THE UNESCO GIFT COUPON PLAN: A SUPPLEMENT TO U.N. DAY LEADER'S GUIDE. UNESCO Gift Coupon Office, United Nations, New York 17, New York.

John Doe, one man living somewhere in the U.S.A.—what can he, believing in the U.N. and its mission, do to help it? How can he, a single human being, make his support felt in an organization of nations?

One answer lies in UNESCO gift coupons. A kind of international money order, one coupon or several may be purchased by individuals or groups. The coupons are in turn used to buy needed materials for UNESCO projects. The donor may choose both his gift and the particular project that he wants to help.

This pamphlet presents several lively ideas on programs to enlist support for the plan. Lester Pearson, former president of the U.N. General Assembly, has aptly summed up the meaning of the gift coupon: "If we are going to succeed, we cannot leave everything to governments. . . . This is a chance for us, as individuals, to show that we really mean to help."

GAINS FOR HANDICAPPED CHILDREN. By *Herbert Yahraes.* Public Affairs Pamphlet No. 212. Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

More than three million Americans—about half of them children and young people—are victims of cerebral palsy, epilepsy, muscular dystrophy, rheumatic fever, or congenital malformations. In simple language a former consultant for the U.S. Public Health Service describes these ills and the triumphs that science has scored in the fight against them. Though medical research for prevention and treatment is still high on the *must* list, the author emphasizes the need for deeper public understanding, widespread knowledge of new discoveries, and wise handling of the psychological problems of the handicapped.

Guidance As They Grow

STUDY-DISCUSSION PROGRAMS

I. PRESCHOOL COURSE

Directed by Ruth Strang

"When Children Blow Off Steam" (page 22)

Points for Study and Discussion

1. The way a child expresses his fear, anger, or other strong emotions varies with his age. Suppose that when a serving of spinach is placed before a child, he angrily pushes it off on the floor. At what ages would you consider this behavior appropriate? Inappropriate? How can he learn better ways of expressing his feelings?

2. Under what conditions does a child sometimes blow off steam in a destructive fashion? Discuss the following situations, deciding in each case what might be a sensible, acceptable way of relieving the child's tension or of re-educating him.

- He has to be quiet for an unusually long time because a member of the family is seriously ill and must not be disturbed.
- He has no creative outlets for his apparently boundless energy.
- His sister is given a toy he himself wanted.
- He tries to put on his play suit by himself, but he can't quite manage to do it.
- He attempts to get the attention of grownups in the living room, but they have been too busy talking to each other to notice him.

3. Sometimes it is good for a child to blow off steam; sometimes it is bad. What might make the difference? Consider the following situations. In which do you think the effect on the child would be good? In which would it be undesirable?

- The mother accepts the child's feelings. He knows that she understands how he feels and that she doesn't mind his pounding a piece of wood or showing his anger in other ways, as long as he doesn't hurt himself or anyone else or damage property.
- Both parents disapprove of the child's expression of anger. They say, "Now you know you don't really hate your little brother!"
- Mother says, "You're naughty to make such a fuss about having to come in from play."
- The child "takes out" his feelings on someone else. That is, he hurts someone because he has been hurt.

4. What is the difference between blowing off steam and having a temper tantrum? How might the child feel in either case? (Often a child whose emotion breaks loose in a temper tantrum is afraid and worried about his uncontrollable feelings.)

5. How does Dr. Dunbar describe the "golden mean" between a too tight "safety valve" and no control?

- 6. Cite your own examples of the following conditions:
- An overly permissive mother and an overly permissive school.
- An inconsistent fluctuation between "tyranny and do-as-you-please."

- Strict military discipline.
- A "consistent middle way" between extremes.

7. Describe the best creative activities you know for children of different ages—activities that are good outlets for frustration and an abundance of energy. How may parents guide children toward such activities?

8. How can you apply Dr. Dunbar's recommendation not to "leave a child alone to make all his own decisions in a world he doesn't know"?

Program Suggestions

- Some members of the group who read widely may find descriptions, in fiction and elsewhere, of preschool children who blew off steam and how this behavior was handled. These situations may be read or dramatized and then discussed. Any of the films listed under "References" may be similarly used. The discussions should not be personal, but they should be concrete, down-to-earth. The leader should make it a point to bring into the discussion every member who has a contribution to offer.
- Members who have faced certain situations that they found difficult to handle may write descriptions of these situations and hand them in anonymously. The whole group may then divide into subgroups. Each chooses a situation, discusses it, or possibly role-plays it, and reports back to the whole group what seems the best way of handling the situation.
- A speaker or panel of qualified persons may be invited to answer questions about children blowing off steam that have been prepared in advance by members of the group. Follow this question-and-answer session with a general, informal discussion.

References

Books:

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- Korner, Anneliese. *Some Aspects of Hostility in Young Children*. New York: Grune and Stratton, 1949.
- Patri, Angelo. *Helping Your Child Grow Up*. Chicago: Rand McNally, 1948.
- Strang, Ruth. *An Introduction to Child Study*. New York: Macmillan, 1951. See pages 66-71, 100-14, 193-203, 235-67.
- Witmer, Helen L., editor. *Pediatrics and the Emotional Needs of the Child*. New York: Commonwealth Fund, 1948.

Pamphlets:

- Guiding Children in School and Out*. Association for Childhood Education International, 1200 Fifteenth Street N.W., Washington, D. C. 50 cents. "Children Speak Through Behavior" by Blanche Verbeck, pages 30-33.
- Redl, Fritz. *Understanding Children's Behavior*. Bureau of Publications, Teachers College, Columbia University, New York 27, New York. 25 cents.
- Ridenour, Nina, and Johnson, Isabel. *Some Special Problems of Children, Aged 2 to 5 Years*. National Mental Health Foundation, 130 East Twenty-second Street, New York 10, New York. 25 cents.
- Spitz, René A. *Emotional Growth in the First Year*. Child Study Association of America, 132 East Seventy-fourth Street, New York 21, New York. 15 cents.

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- Allen, Frederick H. "The Roots of Aggression." April 1949, pages 4-6.
 Argow, Walter M. "Emotional Stability in a Shaking World." May 1951, pages 25-27.
 Kehm, Freda S., and Hartrich, Paulette K. "Why Does He Act That Way?" October 1952, pages 24-26.
 Spock, Benjamin, M.D. "The Importance of Untroubled Babyhood." June 1953, pages 4-6.
 Strang, Ruth. "From the Child's Point of View." April 1954, pages 10-12.

Films:

- Angry Boy* (33 minutes), International Film Bureau; Mental Health Film Board.
He Acts His Age (15 minutes), McGraw-Hill Text Films.
Helping Your Child to Emotional Security (three films: 10 minutes each), Seminar Films.
Meeting Emotional Needs in Childhood (33 minutes), New York University Film Library.

II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"When Children Blow Off Steam" (page 4)

Points for Study and Discussion

1. What was at the bottom of each of these children's reactions?

- Mrs. Black and seven-year-old Philip were getting ready to go shopping. Mrs. Black said, "Hurry and feed your rabbits. Then sweep the porch, bring in the milk, hang up your clothes, and get ready. Hurry, so we can catch the nine-thirty bus." Philip said, "I think I'll stay home."
- Ted and his father decided to have a game of catch after supper. Ted was pitcher on his junior high school team. His team mates thought he was good. His father was proud of him but tried not to show it. He'd say "Not so high. Let your arm follow through. Keep 'em down. Can't you put 'em across the plate?" Ted picked up the ball and without warning threw it so fast and straight that his father had to duck. "I've got homework to do," said Ted. After that he seldom had time for a game.
- The two Larson girls, thirteen and eight, took piano lessons. Both played well, but of course the older one could play more difficult pieces. When company came Mrs. Larson thought it only fair that each girl be asked to play. But she always explained after Lola, the older one, finished, "Esther can't play such hard pieces, but we think she does very well." One day Esther tried to get out of playing, but her mother insisted. Esther went to the piano, imitated Lola's motions of arranging her skirt and settling the music on the rack, then pounded the keys with a crash and ran out of the room.

Give other instances of children's explosive reactions to feelings of insecurity, jealousy, losing face in front of playmates, not having space enough, and fear of failure.

2. Dr. Osborne refers to both direct and indirect ways of blowing off steam. What are some examples of each? Which of these do adults use too?

3. The article lists some reasons why parents are disturbed when children express hostility. Are these good reasons in your opinion? What are some others?

4. Have you ever noticed that a certain child explodes repeatedly in the presence of one adult but not with others? How do you explain this?

5. *The Gentle House* (see "References") is the story of an unruly, displaced Latvian boy of eleven who came to live with a widowed schoolteacher. Andris blew off steam violently and frequently, but he called his new home a

"gentle house" because it was "a place where people are kind and . . . where you feel so safe." Is your family "kind" about what? "Safe" from what?

6. The author speaks about "growing toward comfortable maturity." Does this mean (a) not blowing off steam; (b) reacting strongly to fewer annoyances; (c) finding other ways to react; (d) understanding one's own reactions?

Program Suggestions

• Several of the books listed under "References" contain such good material on this topic that part of the program could be built around them. Members might recount certain incidents from one, read passages from another, give an impromptu dramatization of a chapter in another, and so on. The books by Lucy Sprague Mitchell and Gladys Gardner Jenkins and their co-authors provide some interesting case studies of children who reacted to tension in different ways. Several members might take turns analyzing the case studies, answering these five questions: What was the situation? What happened? What was the cause? What was done about it? Was it successful?

• This problem of children's explosive reactions has been the subject of a number of excellent films, which are listed under "References." They could be used either to open the program or as a clinic session, with someone to introduce and to lead the discussion of each film.

• If the group wants action as well as discussion, it might be valuable to analyze community resources and determine what additional ones are needed to help with such problems as these:

Parents who are unaware of their part in their children's serious emotional disturbances. Are there local radio programs that would catch their attention? Do local newspapers carry parent guidance articles? Do ministers speak on mental health problems? Are more P.T.A. study-discussion groups (like yours) needed?

Parents who know something is wrong but don't know what to do about it. Is there a child guidance clinic or family counseling service? Is there a P.T.A. bookshelf in each school and in the public library with parent education books and pamphlets that can be readily and easily examined? Is there a local mental health society?

A school that is understaffed. Is there a school psychologist? Is psychiatric service available when needed? If not, does the state provide traveling clinics?

Altogether, what are the next steps needed in your community?

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 Jenkins, Gladys Gardner; Schacter, Helen; and Bauer, William W. *These Are Your Children*. Chicago: Scott, Foresman, 1953. See pages 143-46, 176-78, 196-99.
 Mitchell, Lucy Sprague, and others. *Know Your Children in School*. New York: Macmillan, 1954. See pages 22-26, 36-39, 66-70, 121-26.
 Rose, Anna Perrott. *The Gentle House*. Boston: Houghton, Mifflin, 1954. (Condensed in the November 1954 *Reader's Digest*.)

Pamphlets:

- From Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 40 cents each.
 English, O. Spurgeon, M.D., and Foster, Constance J. *Your Behavior Problems*.
 Leonard, Charles W. *Why Children Misbehave*.
 Remmers, H. H., and Hackett, C. G. *What Are Your Problems?* See especially Chapter VI.

From Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

Baruch, Dorothy W. *How To Discipline Your Children*.

From Bureau of Publications, Teachers College, Columbia University, New York 27, New York. 60 cents.

Redl, Fritz. *Understanding Children's Behavior*.

Articles in the *National Parent-Teacher*:

Bacmeister, Rhoda W. "I Won't!" May 1949, page 29. Good to read aloud.

Kehm, Freda S., and Hartrich, Paulette K. "Why Does He Act That Way?" October 1952, pages 24-26.

Rowland, Loyd W. "Temper, Jealousy, and Obstinacy." November 1953, pages 4-6.

Films:

The Family (20 minutes), United World Films.

Fears of Children (30 minutes), International Film Bureau.

Roots of Happiness (25 minutes), International Film Bureau. (Shows a Puerto Rican family; available in English and Spanish.)

Understand Your Emotions (14 minutes), Coronet Films.

III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"What Job for Junior?" (page 25)

Points for Study and Discussion

1. A father was heard to remark, "No, my son has no idea what he would like to do when he grows up. But there's plenty of time. He's only a junior in high school." How would our author answer this father? What early decisions are essential in this day and age? On the other hand, what circumstances might alter the case?

2. Helping a child get acquainted with himself is a first step in helping him choose a lifework. What sources of information about himself can a youngster tap as he grows up? How might a child be influenced by the family's hope that he will follow in some relative's footsteps? How important are the teen-ager's conceptions of himself as a person? What scientific resources are available by which a young person can verify his impressions about his own strong and weak points, preferences and goals?

3. There was a time when people said "Any man who wants to work can get a job." Why is this no longer so true? How can you find out what vocations need workers and what parts of the country have the most jobs to offer? What is the situation in your own area? If you don't know, where can you find out?

4. Why is it so important today to consider vocational possibilities for girls? In what way does the current tendency for girls to marry while still in their teens affect their need to work after marriage? How does the military service of men, married and unmarried, influence the employment of women, married and unmarried? Do you feel that you want your own daughter to work after her marriage? How well prepared will she be to support herself, if need be, whether she marries or not?

5. Cartoons often show parents bending over their new baby dreaming that the child will grow up to be President or a famous surgeon or a renowned judge. What are the dangers of parents' exerting too great an influence on their child's vocational choice? To what extent can he be trusted to select his own career?

Program Suggestions

• Your study-discussion group or your P.T.A. might explore the possibility of sponsoring a job clinic in your high school. Many schools now set aside one or two days during which students can talk with people representing

various occupational fields and ask questions about choosing and training for jobs in those fields. You might collect several job-clinic programs from schools that do offer them. You will find that the program usually opens with a talk, by an expert, on the vocational situation in the country as a whole. Then small groups of interested students are given a chance to meet the representatives of different occupational fields. Frequently a consultant on marriage and family life gives an address about marriage as a career or about the opportunities and hazards of a woman's combining a career with marriage. Such job-clinic programs are especially valuable when students help plan them and carry some responsibility for seeing them through.

• If it doesn't seem feasible to offer a full program of this type, you might invite some local authority on employment problems to talk with your group about the advantages of high school students' working part time, especially from the viewpoint of their permanent job choice. He might also describe apprentice-like opportunities in your town that will give young people a taste of various jobs before they commit themselves to the full period of training.

• Still another way of exploring this topic might be to show one of the films recommended under "References" and then to discuss the film from the point of view of parents. This program is particularly effective if high school students can attend the meeting and join in the discussion.

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Books:

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Forrester, Gertrude. *Occupational Pamphlets: An Annotated Bibliography*. New York: Wilson, 1948.

Frankel, Alice H. *Handbook of Job Facts*. Chicago: Science Research Associates, 1948.

Ginzberg, Eli, and others. *Occupational Choice: An Approach to a General Theory*. New York: Columbia University Press, 1951.

Prosser, Charles A., and Sifferd, Calvin S. *Selecting an Occupation*. Bloomington, Illinois: McKnight and McKnight, 1953.

U.S. Department of Labor. *Occupational Outlook Handbook*. Bulletin No. 998. Washington, D. C.: U.S. Government Printing Office, 1951.

Pamphlets:

From Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. 40 cents each.

Humphreys, J. Anthony. *Helping Youth Choose Careers*.

Kuder, G. Frederic, and Paulson, Blanche B. *Exploring Children's Interests*.

Thurstone, Thelma Gwinn, and Byrne, Katharine Mann. *Mental Abilities of Children*.

From Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

Tanneyhill, Ann. *From School to Job: Guidance for Minority Youth*.

Articles in the *National Parent-Teacher*:

Christensen, Thomas E. "Getting Ready for the Right Job." November 1952, pages 7-9.

Reilly, William J. "College or a Job—or Both?" January 1954, pages 7-9.

Wimmer, Nancy C. "Choosing a Career." January 1951, pages 7-9.

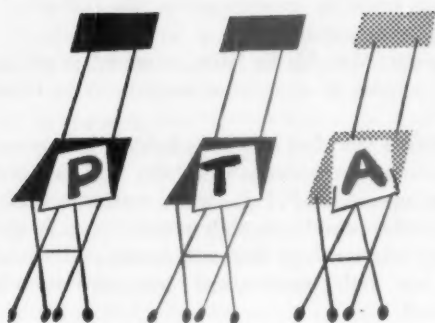
Films:

Choosing Your Occupation (11 minutes), Coronet Films.

Finding Your Life Work (21 minutes), Vocational Guidance Films, Des Moines, Iowa.

Getting a Job (16 minutes), Encyclopaedia Britannica Films.

Planning Your Career (16 minutes), Encyclopaedia Britannica Films.



projects and activities

Raleigh's Parents Come to High School

"I'M MORE NERVOUS than Dorothy about her starting high school next fall," a mother confided last year to Joseph Q. Holliday, principal of Needham Broughton High School in Raleigh, North Carolina. That wasn't the first apprehensive remark Principal Holliday had heard from parents of seventh-graders. After a few more had come his way, he decided to report them to the high school P.T.A. and see what action could be taken. He did so at the next meeting of the executive board, under the presidency of Herbert Ridgway. The board recognized at once a dual necessity: that both children and parents needed confidence, not only in themselves but in the high school itself.

Out of this necessity a "first" was born in North Carolina—a high school orientation program for parents, to supplement an already established plan

for briefing prospective students. A "short course" was developed to familiarize mothers and fathers with the high school curriculum, extracurricular activities, the school's physical plant and personnel, and the methods and purposes of its program.

"Too many parents still remember school as it was when they attended," said these P.T.A. members. "Education today puts more stress on the development of the individual child and the meeting of his particular needs."

To start the parent education experiment, the name of every parent of every one of the 340 seventh-graders in Raleigh's public and private schools was obtained by a P.T.A. committee whose chairman was Mrs. I. G. Tuttle. Committee members then reached all these parents either by telephone or in person and invited them to attend an evening meeting at the school.

Apprehension Allayed

It was in the month of May that this first and highly successful gathering took place. Mrs. Felix Barker, president of the high school P.T.A., welcomed the parents and introduced the principal. Mr. Holliday then outlined the school's aims and procedures and asked the parents of next fall's incoming students for their cooperation.

"Give us the unspoiled and happy child," he said, "and we will give in return the rewards that you and I both seek. Give us your wholehearted cooperation, and we can mold almost any personality into a healthy, enthusiastic, and worthwhile citizen. Together we can all enjoy an experience that you, your child, and we of this school will long remember, and together we can watch with pride as these young people take their place in adult society."

Mr. Holliday told his audience that actual records in his files proved that the successful adult could be traced to parents with "wholesome attitudes." For the best results, he emphasized, the efforts of school



Mr. and Mrs. E. Klier learn how to start high school with their daughter, Walda, from eighth-grade teacher Mrs. W. H. Stocks at Needham Broughton High School. Mrs. Klier is president of the Raleigh Council of Parent-Teacher Associations. The photograph was taken by a student, Jimmy Kirkland.

and home should be complementary rather than merely supplementary.

Next the parents broke up into small groups, each headed by an eighth-grade teacher. These groups talked informally in the various classrooms, then were taken through the school plant by students. Simple refreshments in the cafeteria, provided by the P.T.A., completed the intensive, concentrated orientation program.

The results of this training course pleased everybody, including students, faculty, and parents. Since the children had already been briefed, they and their families could now talk in the same terms about the exciting experience of entering high school. Thus both students and parents gained confidence as they gained knowledge, and the natural outcome was a firmly established understanding between parents and the school personnel. In both home and school

the students could be encouraged to take full advantage of school opportunities.

One parent, Mrs. M. E. Klier, summed it all up when the evening of orientation ended: "Now I feel I belong."

And parents who feel that they belong, points out our state congress president, Mrs. John W. Crawford, will keep up their P.T.A. work enthusiastically throughout their children's high school career. In this way happy relationships between home and school will be not only maintained but continuously strengthened.

—MRS. SAM RAGAN

Historian, Raleigh Council of Parent-Teacher Associations

—MRS. J. A. MCLEOD

Publicity Chairman, North Carolina Congress of Parents and Teachers

P.T.A. Magazine Day in Alabama

EACH YEAR the Alabama Congress sets aside one day for a very special purpose—to focus attention on the *National Parent-Teacher*. And on that day it would be difficult to find a hamlet too remote or an area too sparsely populated to publicize this state-wide observance. In many towns and cities the mayor issues an official proclamation of *National Parent-Teacher Day*, urging the public to support the P.T.A. magazine because it is dedicated to the welfare of children and youth.

In 1954 the day was observed on August 3, at a time when P.T.A.'s are likely to be least involved in organizational activities. Throughout the state, newspapers large and small gave significant advance publicity to the occasion. Banner headlines, feature articles, and pictures told about P.T.A. work in general and about the special services rendered by the *National Parent-Teacher*, stressing the fact that a subscription campaign would be the high point of the day. Many of the pictures showed prominent citizens filling out subscription blanks in advance of the campaign.

Radio and television programs and spot announcements also called attention to the event. In Montgomery, for example, the *National Parent-Teacher* was the topic of radio broadcasts from morning until evening, and six special radio interviews were devoted entirely to promoting the magazine. A popular half-hour television program, also originating in Montgomery, centered its attention on the subscription campaign during *National Parent-Teacher Day*. The master of ceremonies, Ed Brown, led off by taking out a subscription for himself!

Planning and Initiative

The state magazine chairman, Mrs. John M. Thornton, ably supported by the state president, Mrs. D. D. Black, planned the campaign and sent instructions to the presidents and magazine chairmen of all councils and local units. Her instructions covered every phase of the forthcoming event, but the details were to be worked out by the councils and P.T.A.'s. Thus local initiative was encouraged, and present and potential leaders were given an opportunity to gain additional experience in carrying out a parent-teacher project. Awards were offered for meeting subscription quotas—all in keeping with the policies of the National Congress of Parents and Teachers.

Alabama's P.T.A. workers proudly point out several factors that contributed to the success of *National Parent-Teacher Day*: well-planned advance publicity; clear and simple instructions; last-minute committee get-togethers on the evening of August 2; and a realistic, attainable goal for each P.T.A.—a minimum of ten subscriptions.

Not only did the campaign make many new friends for the Alabama Congress and for the P.T.A. magazine, but it brought hundreds of parent-teacher members into closer fellowship. Drawn together in a state-wide endeavor, they had an opportunity to participate effectively in a worthwhile and important P.T.A. project carried on simultaneously in scores of Alabama communities.

At the close of *National Parent-Teacher Day* Alabama's happy P.T.A. workers reported a record total of 5,013 subscriptions—the largest number secured in one day by any P.T.A. group in the country.

(Continued from page 9)

Furthermore, he knows that his seniors feel the same proud satisfaction in helping a younger boy over a hump in mathematics or physics that they feel in showing him how to kick a football or throw a curve. There's nothing profound in this philosophy, but it takes a Bill Lane to make it work.

And it does work. Students paired as buddies learn that science advances through teamwork. And they learn the necessity for, and the pleasure of, cooperation with another human being.

Bill has had offers of better paying jobs in better equipped laboratories, but so far he has turned them down with vague excuses. "He refused one," his wife smiles, "because he couldn't leave Vashon until he saw Dave Baldwin through. With the next offer, it was Chuck Ingraham. Could be, next time, he'll leave."

Could be, too, that next time it will be somebody like David Willsie, now fourteen, who was in Bill's general science class last year and who has his heart set on becoming an archeologist. Or it could be simply Bill's passionate faith in his students that gives him the will to struggle on. Fortunately for the youngsters, his faith is infectious. It answers their inner need for confidence as they make ready to enter the world. Bill is their friend and their counselor, and his influence does not stop with their graduation. A father proudly showed us what Bill had written to his son, a scholarship student who is a beginning teacher in Seattle.

A Teacher's Creed

"We hear too much about the disadvantages of teaching," Bill wrote. "Did anyone ever tell you about the advantages? Here are a few:

"Teaching is creative work, with its basic materials the minds, the hearts, and the ambitions of impressionable youngsters who desperately want and need proper guidance. Teaching is enduring work. As Henry Adams has said, 'A teacher affects eternity. He can never tell where his influence stops.' Teaching has only one motive—service to mankind. Not all students will be bright, but even the slowest gain if you crusade for service. Service to society is far more important than science.

"Our kids deserve the best. If teaching ever ceases to be rewarding to me—well, I hope I'll have enough brains left to get out of the classroom and stay out."

Frances V. Rummell, now on the staff of the National Health Council, was formerly with the U.S. Office of Education and, more recently, served as Magazine Director for the Department of Health, Education, and Welfare. C. Montgomery Johnson, neighbor and friend of Bill Lane on Vashon Island, is public relations director of the Washington Education Association.

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

The Black Shield of Falworth—Good fun for all ages.
The Bob Marlin Story—Excellent for all ages.
Hansel and Gretel—Enjoyable for all ages.
Roogie's Bump—Good for all ages.
Three Ring Circus—Good for all ages.

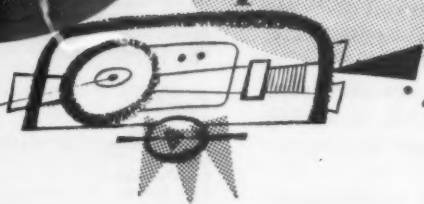
Family

Africa Adventure—Children and young people, interesting; family, matter of taste.
Brigadoon—Children, fair, young people and adults, lightly diverting.
Fudget's Budget—Children, mature; young people and adults, amusing.
Hallo, Elephant—Entertaining for all ages.
High and Dry—Lots of fun for all ages.
How Now, Being McBain—Delightful and amusing for all ages.
John Wesley—Excellent of its type for all ages.
Paris Incident—Good fun for all ages.
Quest for a Lost City—Good for all ages.
The Raid—Interesting for all ages.
Ricochet Romance—Matter of taste for all ages.
Romeo and Juliet—Children, mature; young people and adults, excellent.
Sitting Bull—Mediocre for all ages.
So This Is Paris—Entertaining for all ages.
They Rode West—Superior western for all ages.
Tabor the Great—Children, entertaining; young people, a bit juvenile; family, matter of taste.
Unchained—Children, with interpretation; young people and adults, good.
White Christmas—Holiday sweet for all ages.

Adults and Young People

Adventures of Hajji Baba—Poor.
Animal Farm—Children, mature; young people and adults, good.
Ballet-Op—Good.
The Bamboo Prison—Children, no; young people and adults, matter of taste.
The Barefoot Contessa—Children, no; young people, trash; adults, matter of taste.
Beau Brummell—Entertaining.
Bengal Brigade—Routine.
The Black Dakota—Children, no; young people, extremely poor; adults poor.
The Bounty Hunter—Poor.
Broad, Love, and Dreams—Children, very mature; young people, mature; adults, excellent.
Broken Lance—Children, mature; young people and adults, very good.
A Bullet Is Waiting—Poor.
Congocaine—Children, no; young people, excessively brutal; adults, matter of taste.
Carmen Jones—Children, no; young people, pretty mature; adults, rare musical treat.
Crossed Swords—Poor.
The Detective—Children, yes; young people, entertaining; adults, different.
Down Three Dark Streets—Matter of taste.
Dragonet—Good crime melodrama.
Duel in the Jungle—Fair entertainment.
The Egyptian—Children, no; young people, poor; adults, heavy, lavish spectacle.
Fire over Africa—Children, no; young people, poor; adults, mediocre.
Four Guns to the Border—Children, no; young people, confused ethics; adults, western fans.
The French Touch—Children, no; young people, sophisticated; adults, amusing farce.
The Gambler from Natchez—Children, poor; young people and adults, mediocre.
The Gay Adventure—Children, no; young people and adults, fair.
The Gentleman in Room 6—Children, mature; young people and adults, clever.
Human Desire—Poor.
The Human Jungle—Children, no; young people, poor; adults, matter of taste.
Jesse James' Women—Poor.
Khyber Pass—Children, poor; young people and adults, mediocre.
Living It Up—Children, poor; young people, tasteless; adults, matter of taste.
Lovers, Happy Lovers—Children and young people, no; adults, tasteless and dull.
Mexican Bus Ride—Children and young people, mature in part; adults, entertaining.
Naked Alibi—Children and young people, no; adults, matter of taste.
Operation Manhunt—Children, tense; young people, fair; adults, matter of taste.
Pacific 231—Interesting.
Passion—Poor.
A Prince for Cynthia—Children, no; young people, mature; adults, very good.
Private Hell 36—Children, no; young people, mature; adults, mediocre.
Rear Window—Children, no; young people, sophisticated; adults, entertaining.
Rogue Cop—Children and young people, no; adults, matter of taste.
The Shanghai Story—Poor.
Shield for Murder—Poor.
Sign of the Pagan—Fair.
Sleeping Tiger—Children, no; young people, poor; adults, flimsy.
A Star Is Born—Children, mature; young people and adults, brilliantly entertaining.
The Stranger Left No Card—Unusual.
Stratford Adventure—Excellent.
Suddenly—Children, no; young people, poor; adults, matter of taste.
This Is My Love—Children and young people, poor; adults, matter of taste.
Three Hours to Kill—Children, no; young people, poor; adults, matter of taste.
Twist of Fate—Children, no; young people, shoddy; adults, poor.
Ugetsu—Children, no; young people, mature; adults, interesting.
Woman's World—Children, no; young people and adults, clever but plushy.
The Yellow Mountain—Children, no; young people, poor; adults, matter of taste.

Motion picture



previews

PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

West of Zanzibar—Universal-International. Direction, Harry Watt. Intelligent and imaginative treatment of the rather routine plot, a sensitive awareness of human values, and magnificent Technicolor photography lift this British melodrama far above the average. It is essentially a pursuit picture, concerned with the efforts of a British game warden to track down a gang of ivory smugglers who have been corrupting a native tribe; yet the relationships between white man and native are hon-



Sheila Sim, as the wife of a British government agent, talks with native African women in this scene from *West of Zanzibar*.

estly explored. The chase itself offers a splendid opportunity to show the rivers, forests, and coastline of this little known territory as well as the native living quarters and the bazaars of Mombasa and Zanzibar. Leading players: Anthony Steel, Sheila Sim.

Family 12-15 8-12
Fine entertainment Very good Very good

FAMILY

Suitable for children if accompanied by adults

Athena—MGM. Direction, Richard Thorpe. This is an altogether pleasant Technicolor romp among the cultists of Southern California. A light, unpretentious musical, amusingly acted and well sung, cheerfully spoofs old-fashioned stuffiness on the one hand and the devotees of carrot juice, numerology, muscles, and the Life Beautiful on the other. Edmund Purdom plays a dignified lawyer from an aristocratic New England family. He is being groomed for political office in California when he suddenly finds himself helplessly entangled with

Athena Mulvain (Jane Powell) and her six equally dazzling sisters. Leading players: Jane Powell, Debbie Reynolds, Edmund Purdom.

Family 12-15 8-12
Lightly amusing Amusing Amusing

Flight of the White Heron—20th Century-Fox. This documentary film in Cinemascope records Queen Elizabeth's recent tour of much of the British Commonwealth but has little of the distinction and craftsmanship of *A Queen Is Crowned* and *A Queen's World Tour*. In somewhat jerky fashion we follow the Queen and the Duke of Edinburgh to the Friendly and the Fiji Islands to New Zealand and Australia, and back home by way of Ceylon, Cyprus, and Gibraltar. Although there are tantalizing glimpses of these comparatively unfamiliar places, the camera has failed to capture the charm and radiance of the young Queen. As a result we are left with an impersonal and rather dull travelogue.

Family 12-15 8-12
Disappointing Interesting backgrounds Fair

Jamboree—1953—G. M. Productions, Hollywood. Direction, Willis Goldbeck, Paul Burnford, Ross Ledermann. This official Boy Scout film gives a colorful description of what a city of fifty thousand lively Boy Scouts looks like—how these young citizens from all over the world play, sleep, eat, participate in ceremonies, both scout and religious, and how they are fed and entertained. Fascinating in themselves are the mammoth engineering projects involved in the Jamboree—laying out the hundreds of streets, establishing medical headquarters, setting up the largest fire department in the world, carrying in sufficient equipment for electric lights and telephones. Friends of Boy Scouts (and who isn't?) will enjoy viewing this film record of a marvelous experience.

Family 12-15 8-12
Good Good Good

Trouble in Store—Republic. Direction, John Paddy Carstairs. Admirers of the many deft British farce-comedies of recent years are likely to be disappointed by this limp, unfunny offering. Norman Wisdom works tirelessly at his role of a bumbling department store clerk who, among other things, drenches his boss with soda water, sets himself on fire at a company dinner, and unwittingly aids a shoplifter. He draws few laughs, however, and his attempts at pathos never quite hit the mark. The tedium is somewhat alleviated by the all-too-brief appearance of Margaret Rutherford. Leading players: Norman Wisdom, Margaret Rutherford, Moira Lister.

Family 12-15 8-12
Dull Dull Dull

ADULTS AND YOUNG PEOPLE

The Affairs of Messalina—Columbia. Direction, Carmine Gallone. A grandiose spectacle made in Rome deals with the corruption of the powers of that city in the first century A.D. It deals particular with the tactics to which the beautiful and profligate Empress Messalina, third wife of Claudius Caesar, resorts to accomplish her ambitions. Leading players: Georges Marchal, Marie Felix.

Adults 15-18 12-15
Mediocre Poor No

The Black Knight—Columbia. Direction, Tay Garnett. What poor old King Arthur would have done without a few bold, unorthodox knights to defend him and his Round Table against his foes doesn't bear thinking about. In this Techni-

color melodrama, it is solemn-faced Alan Ladd who succeeds not only in saving Camelot from the nefarious designs of the King of Cornwall but also in putting the Druids out of business at Stonehenge. Cast: Alan Ladd, Patricia Medina.

Adults	15-18	12-15
Mediocre	Dull	Poor

Black 13—Van Dyke Pictures. Direction, Ken Hughes. A well-meaning and obscurely titled British melodrama sets out to prove once more that crime does not pay. This it does in plodding fashion, focusing on an offense committed by the mentally ill son of a university professor. Only the photography, which is deliberate and occasionally moving, is at all notable. Leading players: Peter Reynolds, Roma Anderson, Patrick Barr.

Adults	15-18	12-15
Poor	Poor	Poor

Black Widow—20th Century-Fox. Direction, Nunnally Johnson. A mystery melodrama, smart and slick as a fashion plate, spins its way through New York's theatrical world. A pretty young writer is found dead in the apartment of a famous producer, and a web of evidence threatens to prove him a murderer. A fine cast turns in polished performances, and the direction is as smooth as glass. There is some excellent photography of New York City and a complete absence of violence. Leading players: Van Heflin, Gene Tierney, Ginger Rogers, Reginald Gardiner.

Adults	15-18	12-15
Glossy whodunit	Mature	No

The Bridges of Toko-Ri—Paramount. Direction, Mark Robson. James Michener's novel of the "forgotten war" in Korea has been made into an impressive film, genuinely moving and exciting in its tribute to some of the men who fought in that war. The action revolves around a group of jet pilots on a U.S. Navy aircraft carrier off Korea. One of them (William Holden) is bitter because he has been called back into service from the inactive reserve, but after participating in several missions and making friends with the commanding admiral he comes to realize that someone must do the job. Scenes of aircraft taking off and landing on the pitching deck of the carrier, superbly photographed, are filled with spine-tingling suspense, while the heroic work of the helicopter rescue service is graphically shown. There is a pervasive tenderness throughout reflected in the relationships of Holden and his wife, of the admiral and his men, and among the pilots themselves. The commentary expounded by Fredric March seems redundant and irritating since the selfless devotion of the men speaks for itself. Leading players: Fredric March, William Holden, Grace Kelly, Mickey Rooney.

Adults	15-18	12-15
Good	Good	Good

Cannibal Attack—Columbia. Direction, Lee Scholem. Johnny Weissmuller plods heavily, though heroically, through this lurid jungle Jim stereotype about cobra mining, a river filled with crocodiles and with men masquerading as crocodiles, a half-caste queen of a cannibal tribe, and assorted skulduggery and violence. Leading player: Johnny Weissmuller.

Adults	15-18	12-15
Comic-strip level	Poor	Poor

Cattle Queen of Montana—RKO. Direction, Allan Dwan. Feminine western fans who haven't been too happy over the rather foolish characterizations of their sex may enjoy Barbara Stanwyck's forthright portrayal in this otherwise routine melodrama. She uses a gun as effectively as do the stalwart males and is equally resourceful in recovering her stolen cattle ranch. Leading players: Barbara Stanwyck, Ronald Reagan.

Adults	15-18	12-15
Matter of taste	Routine	Routine

Country Girl—Paramount. Direction, George Seaton. In this adaptation of Clifford Odets' stage play Bing Crosby gives a sensitive and poignant characterization of a down-and-out song-and-dance man who turns to drink and leans heavily on his wife for support. The picture revolves around the singer's pitiable efforts to make a comeback when given the lead in an important Broadway production and prodded by a well-meaning young director who believes in him. Grace Kelly gives a hard yet sympathetic portrayal of the wife, and William Holden is excellent as the director. Their brief romantic interest seems perfunctory, however, compared with the very real agony of Mr. Crosby. Leading players: Bing Crosby, Grace Kelly, William Holden.

Adults	15-18	12-15
Excellent	Mature	No

Crest of the Wave—MGM. Direction, John and Roy Boulting. Gene Kelly, in a non-dancing role, plays a U.S. Navy scientist assigned to an experimental station in Scotland. Mr. Kelly's quiet and modest scientist is a refreshing change from the usual bumptious American. An unpretentious little melodrama made in England. Leading players: Gene Kelly, John Justin, Bernard Lee.

Adults	15-18	12-15
Fair entertainment	Fair entertainment	A bit slow-moving

Désirée—20th Century-Fox. Direction, Henry Koster. The rise and fall of France's "man of Destiny" is seen through the eyes of the daughter of a Marseilles shopkeeper, who becomes engaged to Napoleon and later marries Jean Baptiste Bernadotte. The film is lovely to look at and absorbing for what it has to offer, in the manner of the popular historical novel. Jean Simmons as Désirée is a delightful, beautiful creature, exquisitely gowned and framed in a handsome series of pictures. Marlon Brando, looking every inch the "Little Corporal," remains, however, a strangely lethargic though quietly determined power seeker. Michael Rennie is a handsome, appealing Bernadotte. As Désirée's pillar of strength and democracy's spokesman he fulfills his role serenely. Merle Oberon is a suitably unhappy Josephine in a cast whose acting talents are tempered by a soft pedal. Real interest and concentration, however, have been expended upon the authentic, lavish, and colorful settings, costumes, and details of the Empire period. Leading players: Marlon Brando, Jean Simmons, Michael Rennie, Merle Oberon.

Adults	15-18	12-15
Beautiful spectacle	Beautiful spectacle	Beautiful spectacle

Destry—Universal-International. Direction, George Marshall. Following in the footsteps of his famous father (the hero of *Destry Rides Again*), gentle Junior (Audie Murphy) attempts to clean up a crooked frontier town without using a gun. But the brassy, brawling community proves too much for his good intentions, and by the end Audie is banging away with the best of them. Vulgar, sordid saloon settings. Leading players: Audie Murphy, Mari Blanchard.

Adults	15-18	12-15
Western fans	Poor	No

Doctor in the House—Republic (J. Arthur Rank). Direction, Ralph Thomas. Amusing, warm, and brightly colored incidents follow each other like pages in a scrapbook in this engaging British Technicolor comedy of student life. It doesn't take shy and serious-minded Dirk Bogarde very long to find that there is more to studying medicine at a big London Hospital than lectures and laboratory work. The carefree years pass in a whirl of study, sports, girls, and pranks, including near-expulsion for plunging through a skylight in the nurses' home. Then, somehow, the final examinations are over and another doctor is launched on his career. Well acted and directed. A brief tasteless scene involving a philandering student and one of the nurses could easily have been omitted. Leading players: Dirk Bogarde, Muriel Pavlow, James Robertson Justice.

Adults	15-18	12-15
Good entertainment	Good fun	Entertaining

Drum Beat—Universal-International. Direction, Delmer Daves. An ever popular theme of westerns—the establishment of peace through violence and gunfire—is given solid treatment in this Alan Ladd melodrama. Again an Indian fighter is appointed by President Grant to make peace with the Indians, and again treachery and violence on both sides prevent the restoration of peace until the requisite blood is spilled. Panoramic views of the West are expertly filmed in Cinemascope. Leading players: Alan Ladd, Audrey Dalton.

Adults	15-18	12-15
Western fans	Western fans	Poor

The Far Country—Universal-International. Direction, Anthony Mann. A mediocre Alaskan western set in Dawson and the Yukon of 1896. There are the usual men, sneering villains, slow-witted honest folk, and a beautiful but suspect female saloon keeper. The picture goes through the standard routine of prospecting, looting, and killing, and James Stewart, as the hero, is a man with the standards and impulses of an animal. Leading players: James Stewart, Ruth Roman.

Adults	15-18	12-15
Matter of taste	Poor	No

Gate of Hell—Daiei Production. Direction, Teinosuke Kinugasa. As exquisite as an ancient fairy tale, this classic Japanese drama of the twelfth century tells the tragedy of a young war-

rior who, hopelessly infatuated with the wife of a cultivated nobleman, learns too late that "a heart cannot be taken by force." Performed with consummate skill and grace against backgrounds of startling artistic beauty in softly glowing Eastman color. English titles. Leading players: Machiko Kyo, Kazuo Hasegawa, Isao Yamagata.

Adults	15-18	12-15
A gem	Excellent	Excellent

Green Fire—MGM. Direction, Andrew Marton. The rugged mountains of Colombia form a colorful if not strikingly unusual background for a run-of-the-mill Cinemascope adventure tale. Stewart Granger plays the reckless adventurer who enjoys drifting through the world's out-of-the-way places seeking his fortune, and Grace Kelly portrays his charming Nemesis. Of course, there are native bandits, a weak brother, and a crusty friend with a heart of gold. Leading players: Stewart Granger, Grace Kelly, Paul Douglas.

Adults	15-18	12-15
Fair	Fair	Fair

The Last Time I Saw Paris—MGM. Direction, Richard Brooks. One of F. Scott Fitzgerald's best short stories has been expanded into a lavish and labored Technicolor drama. Tear jerking in one or two episodes, the film seems curiously dated, though the action takes place after the Second World War instead of in the "lost generation" years after the First. Van Johnson earnestly portrays the eager young writer who turns to a life of dissipation when he fails to sell any of his work, and Elizabeth Taylor is beautiful as the pleasure-loving girl whom he marries. The backgrounds of Paris bistros, luxury hotels, and private homes add gloss to the picture. Scenes of the cheering crowds on V-E day, when the lights of Paris go on for the first time in years, are particularly well done. Leading players: Van Johnson, Elizabeth Taylor.

Adults	15-18	12-15
Matter of taste	Mature	No

The Outlaw's Daughter—20th Century-Fox. Direction, Wesley Barry. A juvenile, tiresome little western about the impetuous, boarding-school-educated daughter of an outlaw. Mistakenly believing that the sheriff has murdered her father, she aligns herself with the bandits who were his actual killers. Leading players: Bill Williams, Kelly Ryan, Jim Davis.

Adults	15-18	12-15
Poor	Poor	No

Phffft—Columbia. Direction, Mark Robson. A sophisticated bit of fluff, plumped up for all it is worth by the expert talents of Judy Holliday and Jack Lemmon as a divorced couple who find that freedom isn't what they want at all. Mink-coated Miss Holliday is head of her own television show (there are pointed digs on the low state of television, which permits such a state of affairs). Mr. Lemmon is a sober, intent attorney. Low-cut gowns and occasional broad lines and situations suggest that this is a film for adult audiences. Leading players: Judy Holliday, Jack Lemmon, Jack Carson.

Adults	15-18	12-15
Funny	Sophisticated	No

The Steel Cage—United Artists. Direction, Walter Doniger. The noble pronouncements of Paul Kelly, once more playing the role of warden of San Quentin, tenuously link three uneven, poorly produced prison tales. The first is a comedy about an excellent but temperamental cook (Walter Slezak) with whom the inmates cannot bear to part; the second, a grim melodrama about a prison break; and the third, a drama about a green young chaplain who serves as spiritual adviser to a convict condemned to die. Leading players: Paul Kelly, Maureen O'Sullivan, Walter Slezak.

Adults	15-18	12-15
Matter of taste	Poor	Poor

Track of the Cat—Warner Brothers. Direction, William Wellman. Walter Van Tilburg Clark's fine novel becomes a haunting and pictorially impressive film drama. William Wellman, by his masterly handling of Cinemascope and his striking use of blacks, blues, whites and pale yellows with an occasional brilliant note of red, has succeeded in re-creating the strong sense of time and place that made the book memorable. The isolated ranch house at the foot of the snow-covered Sierras and its eight strange occupants come alive in scenes menacing in their intensity. The story of their varied reactions to a marauding panther is a simple one and full of symbolic overtones. Skillfully played by a fine cast. Leading players: Robert Mitchum, Teresa Wright, Beulah Bondi.

Adults	15-18	12-15
Good	Different	Mature

16MM FILMS

Beaver Valley—Walt Disney Productions. 35 minutes. Disney's famous True-Life Adventure film has just been released in 16mm and should be available at your nearest rental library. As thousands who have seen it in motion picture theaters know, this is a beautiful and absorbing account of the lives of many woodland animals, including the hard-working beaver, the gay and playful otters, and the slinking coyote. Unusually fine photography, soft and lovely Technicolor, and an appealing musical score add to the charm of this prize-winning classic. Excellent for church, school, and recreational programs.

Corral—National Film Board of Canada. Direction, Colin Low. 12 minutes. A beautiful short picture, serene in mood and poetic in composition, describes an accustomed incident in a cowboy's life—the breaking in of a wild horse. Against the gently rolling foothills and wide plains of southwestern Alberta, a young "hand" searches the range for a herd of wild horses. He finds them and with a deft toss of his lariat cuts the colt of his choice off from the rest. Firmly but with affection and skill he goes about the task of saddling the animal. The music by Eldon Rathburn, a blending of many old cowboy strains, is played by two skilled guitarists and is the only sound heard in the film.

Job—Film Images. 17 minutes. The drawings of William Blake, selected from the well-known Morgan collection in New York, have been woven into a fine, imaginative setting for the King James Version of the Book of Job. Beginning with the challenging of the Lord by Satan, film and text (unaltered but compressed) follow the testing of Job through the long series of his afflictions. Music by Ralph Vaughan Williams is played by the London Philharmonic Symphony.

Life in a Garden—American Museum of Natural History. 12 minutes. The family garden turns into a strange and wonderful world when explored with a magnifying motion picture camera, equipped with color film. Small birds, animals, and insects are watched close hand as they struggle for food, water, and shelter. Especially notable is a beautiful shot of a hummingbird, its tiny rapier-like tongue lapping up nectar and insects from deep-throated flowers.

Marching the Colors—National Film Board of Canada. Producer, Guy Glover. 3 minutes. This interesting experiment in film animation was created without the use of a camera. Instead color was applied directly to the film. To the rousing beat of a Sousa march, designs worked out in primary colors are produced from straight lines, circles, or squares. They emerge and converge in and out of the music in pulsing, exciting patterns. Young students will find this a stimulating experience and may get some interesting ideas for simple combinations of color and design.

Romance of Transportation in Canada—National Film Board of Canada. Direction, Tom Daly. 13 minutes. This unusual animated cartoon has been widely shown as a 35mm film and has been used on television in black and white. Now it has been released as a 16mm film in color. A delightful documentary, it gives fresh perspective to a fairly commonplace subject—the history of transportation from the days of canoe and oxcart to the automobile and seaplane. The animation is highly sophisticated, deliciously wry, deceptive in its seeming simplicity. The music chug-chugs, toots, and displays a variety of modern rhythms to blend happily with the cartoon. For all ages.

Seal Island—Walt Disney Productions. 26 minutes. The same imagination, scrupulous fidelity, and exquisite workmanship that distinguishes *Beaver Valley* will be found in this fascinating pictorial account of the life cycle of the Alaskan seal on the mist-curtained Pribilof Islands. An Academy Award winner.

So Small My Island—Henry Strauss Productions (for Pan American Air Lines). 30 minutes. "To know my country, see my people" says a returning Japanese citizen on a Tokyo-bound plane. This exquisitely photographed, superior travel film puts its emphasis on the need for understanding Japan's customs, culture, religion, and struggle for existence. We see rice fields built up the hillsides in terraces, so carefully tilled that not a grain is wasted. We learn that what the land cannot give must be taken from the sea, and we watch singing fishermen rhythmically pulling in the nets. Dozens of colorful, typically Japanese scenes pass before the camera, to the sound of strange, sweet native music. Since Japan and her serious economic problems are currently in the news, this charming and informative color film should prove useful as background for discussions in high school, community, and P.T.A. study groups.

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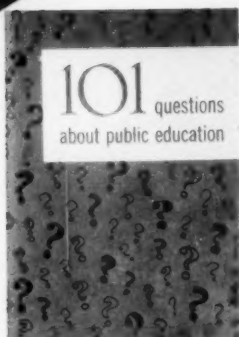
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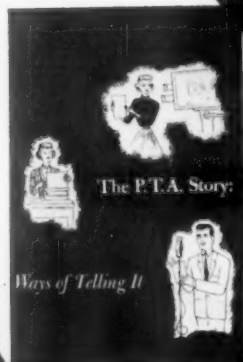
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